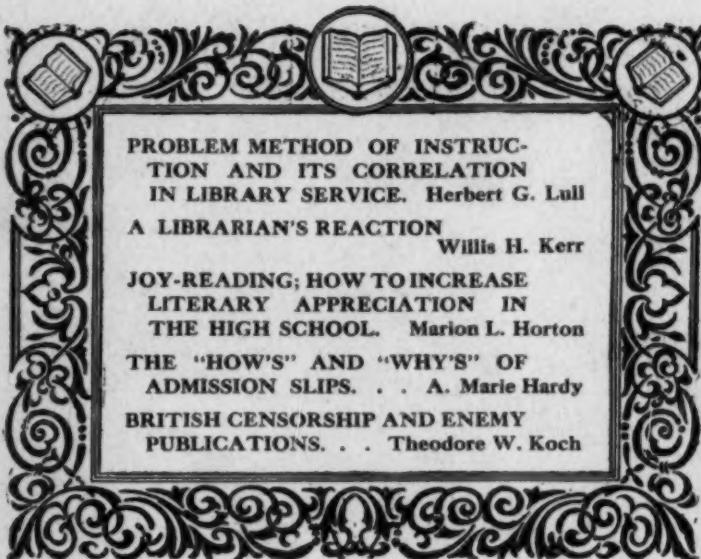


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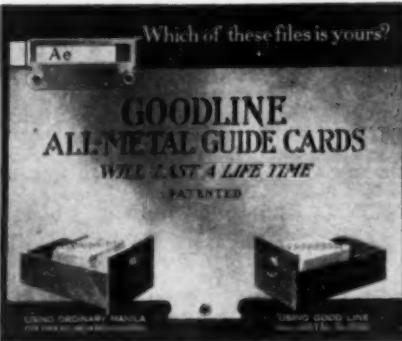
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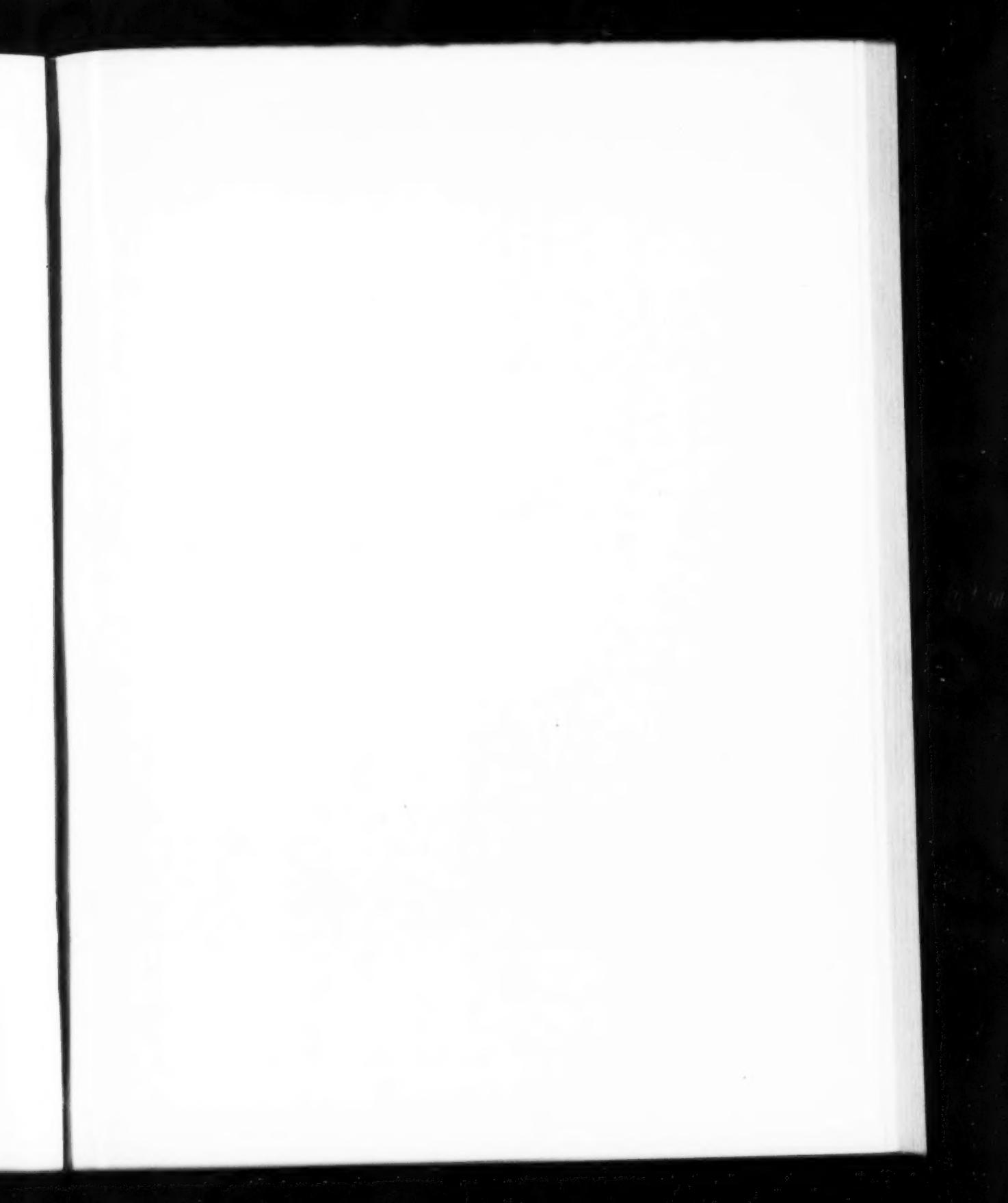
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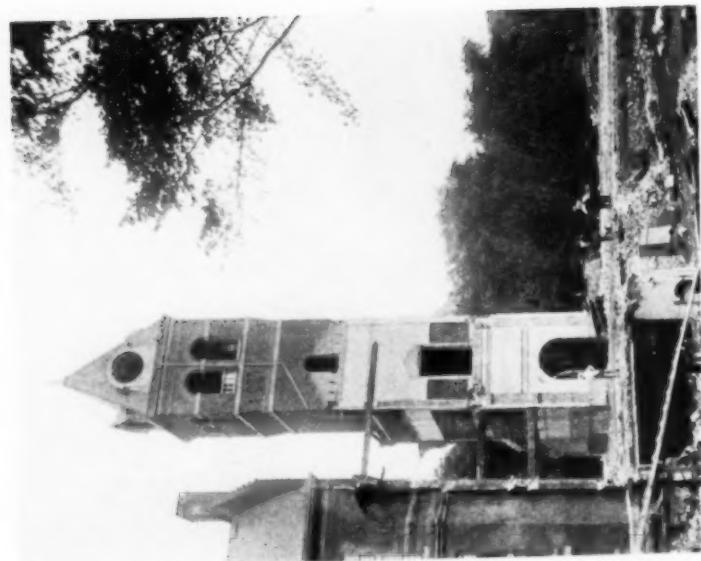
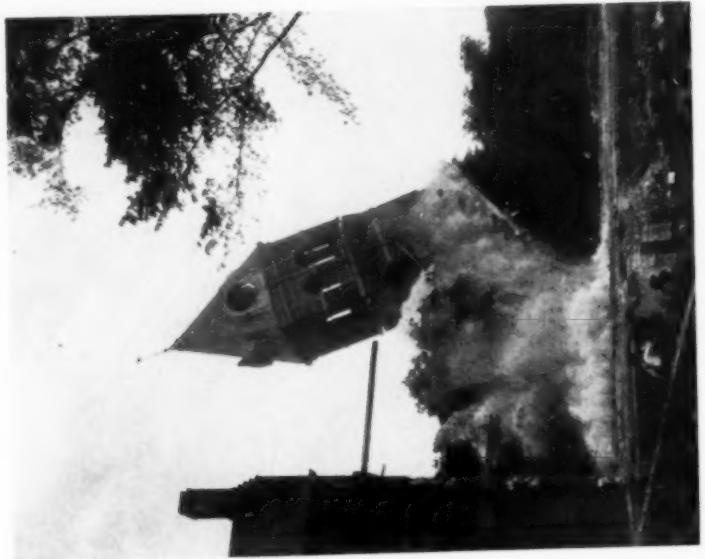
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# THE LIBRARY JOURNAL

Vol. 42

SEPTEMBER, 1917

No. 9

THE thought and work alike of educators and librarians naturally center on the war, which overshadows all ordinary affairs. But ordinary affairs still go on, and both librarians and educators, while giving special emphasis to war needs of the soldier boys, must not neglect the stay-at-home reader and the boy and girl at school. The Commissioner of Education has wisely sounded a warning note to this effect, which should be heard also in our libraries. This School Number of the *LIBRARY JOURNAL* keeps both purposes and both classes in mind, those of war and those of peace, those who make ready for battle and those who do their bit at home. But there will naturally be concentration on subjects emphasized or made alive by the war, thru a wide range of topics, and both the teacher and the librarian should avail themselves of the natural interest of pupils and readers in such topics, and be ready to supply the eager demand. This means study of and books on history, national and international, geography, especially in the warring countries, political and economic science, food supply and health and like subjects too many to mention. On all these topics libraries in general and school libraries in particular should specialize as far as possible, without neglecting the wider range of affairs in a world which the engaging millions of its population in war has vaster millions yet pursuing the everyday paths of peace.

IN no other period in the history of education has there been more development than now of new theories and novel methods. The laboratory method with its practical problems is, of course, a leading feature of vocational education and Dr. Lull's proposed scheme for problem teaching is an adaptation of this method. Always such plans come close to the library and make

the school library as well as the public library of increasing importance. Edward Everett Hale used to say that there was no book more interesting than a dictionary or an encyclopedia because no matter where you started you found always such leadings from one subject to another as carry on the thought from one word or topic to another in the most interesting and informing way. Most librarians and teachers will do well to study the methods outlined in Dr. Lull's paper, made specially applicable in library relations by the comments of Mr. Kerr.

IT should never be forgotten, however, that beneath and behind all the affairs of the passing year, however important, and all the new features of education, whether or not they prove permanently acceptable, there is need of the ground work and background of general education. The three R's will not be superseded by any of the new knowledge and as the schools must continue to teach the basic subjects, so the library must continue its best efforts to make its users general readers, not merely skimmers of the latest fiction or casual gleaners in the knowledge of today. This is after all the great service that educators and librarians can do—to help to make educated men and women, citizens of a true culture, catholic in range and wide in application. The well-trained mind should be a universal tool, capable of being turned in this or that direction, as the demands of the personal life may specifically require, and no vocational guidance or special reading will take the place of the fundamentals in the larger and better education.

THE American Library Association, in consultation and co-ordination with the American Red Cross, has mapped out a field of war service of its own, sufficiently vast to employ any amount of resources

and skill. Dr. Putnam's report pointed out that many in the camps and in the field will be ready to extend their practical education in their own vocations or in new fields if books are furnished them; that there will be a large demand for books for enlivenment as well as enlightenment in the daily routine of camp life; and that thru such reading the number of permanent readers as the men return to the avocations of peace, will be greatly increased. All these purposes the association has in mind. With the fund of a million dollars or more to be raised for this purpose, library buildings in each cantonment of 30,000 or more men, with branches in the Y. M. C. A. buildings planned for each brigade, well supplied with books bought or given, and administered by well-informed and skilled library workers, will provide one of the most efficient factors of success, drawn from civil life, that can be put at the disposal of Uncle Sam and his boys. The meetings in Washington to start in motion the machinery to this end, brought together librarians from Boston to Chicago and Kansas City and as far south as North Carolina, all enthusiastic for the plan. Co-operation is assured from the state library commissions and the best promise of the successful working out of the plan is given. A *War Library Bulletin* has been started by the A. L. A. War Service Committee, to acquaint all librarians with the methods and progress of the committee's work. There is no lack of generous disposition on the part of the public or of the profession, and librarians need not yield to any other body in power of organization. The main thing is that all efforts should be co-ordinated, without duplication or waste, and the understanding reached between the Government Commission of Training Camp Activities, the Y. M. C. A., the American Red Cross and the American Library Association, gives promise of the best results.

---

THE trade union spirit, so contrary to the library spirit of unselfish service, has

appeared in another quarter to the detriment of library work for the general public good. Philadelphia has the misfortune to be saddled with a law or municipal regulation which requires that all work on or for public buildings should be done within the city. Contracts for the new public library were made for stone from another state, to be cut at the quarry, saving not only labor but waste in transportation. Under the provision referred to, an injunction was obtained which put a stop to the library building and required new bids and reletting. It is understood that the additional cost under this provision will approach \$150,000, which of course must come from the pockets of Philadelphia taxpayers and be largely paid by the laboring class for whose benefit in large measure the library service is intended. There seems to be no quarry within the city of Philadelphia from which the stone could be taken out and worked on the spot, but restriction has been carried as far as circumstances permit.

---

In the death of James Louis Gillis, the state of California has lost a state librarian of exceptional functions and unusual achievement. It was greatly to the regret of those who attended the Berkeley conference of 1915 that Mr. Gillis' failing health prevented his participation in the gatherings. Later it was understood that he was regaining health and activity, but the end came suddenly, to the sorrow and loss of his comrades in the state and thruout the profession. California has been one of the pioneer library states of the Union, especially in the development of the county system, and Mr. Gillis in the State Library has been the radiating center of useful and progressive influence. He was not only vigorous in his own state in such new development as the county library system, which is largely to be credited to him, but was always responsive to appeals for information and co-operation from other parts of the country. The state will be fortunate if it can find one worthy to succeed him.

# THE PROBLEM METHOD OF INSTRUCTION AND ITS PROBABLE CORRELATION IN LIBRARY SERVICE AND ADMINISTRATION\*

By HERBERT G. LULL, *Ph.D.*, Director of Teacher Training, Kansas State Normal School, Emporia.

## INTERMEDIATE GRADES

SOCIALIZATION, motivation and problem instruction are three essential phases of instruction. We speak of socialization of instruction (1) when we refer to the socialized content of instruction which is significant in the play life, home life and community life of the child, and (2) when we refer to the group activities of the children in instruction. We speak of the motivation of instruction when the child works and thinks in order to satisfy his felt needs. Instruction is motivated when felt need and interest stimulate desire and desire leads to self-satisfying action and thinking. Instruction is motivated thru socialized subject-matter and socialized activities, which are so significant in the life of the child that they are felt by him to be significant. We speak of problem instruction when we refer to the method of thinking the child uses in satisfying his needs or in securing new controls of his environment. This paper is limited to the general schoolroom and library procedure involved in problem instruction.

## SUPERVISED STUDY

The first essential condition in the conduct of problem instruction is supervised study. Children can not solve problems unless they have conditions which permit free activities. They must be free to move about the room, to find materials, to use the dictionary, maps, reference books, blackboards and other materials. But the children can not move about and work freely if a recitation of another grade or division is being carried on in the room while they are supposed to study. The teacher who has an interesting recitation in one division thereby annihilates the conditions necessary for successful thinking in the study period of the other. Study and

recitation activities should not be going on in the room at the same time. The teacher should devote at least as much time to the supervised study as to the recitation.

## CHANGED RELATIONSHIP OF RECITATION TO STUDY

If the recitation and the study of a lesson occur on the same day, the recitation should precede the study. . . . During the study period the children work individually and occasionally in groups of two or three. In this period the children work upon their problem, or on problems which have been discovered or stated in the recitation. If more than one problem has been discovered, each pupil chooses the one in which he is most interested. He first writes down the statement of his problem. Then he begins making an outline of points which he thinks have bearings upon the solution of the problem. At the conclusion of this hypothetical outline he may write down some tentative conclusions. At this stage of the work the pupil begins to investigate the validity of the points in his outline by reading from available sources of information to prove or disprove what he has conjectured. He learns to use the index and the table of contents of books, he learns to use maps, statistical tables, the dictionary, bulletins, to perform experiments of various kinds, to work out practical manual projects; and he learns to use all of these sources as instruments for the solution of his problem, and not as ends in themselves. . . . The teacher's function in the study period is to act as a stimulator of activity, not an authority or a general source of information. . . .

Before the pupils recite again the teacher ought to know what each one has accomplished in the study period. The study period should in a large measure provide its own tests, making it unnecessary for the teacher to consume the recitation time with quiz-

\*Abridged from a paper read before the Library Department, National Education Association, Portland, Oregon, July 11, 1917.

master tactics, "pumping, pumping for what is not." Instead the recitation becomes a social clearing house of ideas. It is the time when the pupils give expositions of their problems. . . . Points for revision are determined and new problems are discovered and partially defined. Each pupil chooses his own problem. So the recitation becomes quite as much a preparation for the study as the study is a preparation for the recitation. . . .

Every lesson used in solving problems is a lesson in English composition, because the pupil has something to say, wants to say it, is provided with the method of saying it, and has the social motive for expression. Whether we consider the work from the standpoint of oral or written composition, the opportunities for the exposition phase of composition are excellent. Problem instruction affords, also, many opportunities for debating.

#### THINGS TO BE AVOIDED

Among things to be guarded against in problem instruction are the following: First, the plan will not work well if the teacher finds all of the problems for the pupils, for too often the problem assigned by the teacher is not a problem for the pupils, but merely a puzzle giving difficulty. A problem is a difficulty found by the pupil lying across the path leading from his felt need to the satisfaction thereof, and much of the educational value lies in the discovery of the problem. Second, the problem must not be too large. The large problem, however, may be frequently broken up into smaller ones. Third, the children should not be engaged in solving the obvious or, on the other hand, in attempting too difficult problems. Fourth, the teacher and the pupils must not confuse mere topical work with problem instruction. The pupils may amass information relating to a topic and not be solving a problem at all. . . . Fifth, the teacher should not attempt to reduce all school work to problem instruction. Loosely associated ideas often have educational value. Many questions arise in school which can not be profitably reduced to problems to be solved. There is a great deal of value sometimes in simply appreciating questions without

answering them. There is much to be appreciated in literature, history, music, art, etc., where no questions arise, and there are many motives for habit-forming exercises, as in writing, spelling, number calculations, drawing, manual training, music, etc. . . . In the intermediate grades, fourth to sixth inclusive, we are emphasizing problem work in geography, history, science, arithmetic, home economics, manual training and in the argumentative and exposition phases of composition.

#### JUNIOR HIGH SCHOOL

With the establishment of our Junior High School next fall we are planning to introduce problem instruction as described for the intermediate grades with the following modification. As the pupil enters the junior high school he should be thrown still more upon his own resources. He should solve problems in fewer subjects in order that he may solve larger and more difficult problems. . . . An important factor in vocational guidance and self-discovery would consist in requiring each pupil to elect the branch in which he must do more than the ordinary class requirements, and not only do more, but do the extra work in a different way from that which the ordinary class procedure secures. Each pupil should have his problem, in the solution of which he should show progress from day to day. Ordinarily each class, therefore, would be composed of pupils doing the extra and the special problem work and of those doing only the regular requirements. Those pupils doing the advanced problem work of each class should, when the need arises, organize themselves into a group for solving problems co-operatively. This plan should be extended and intensified in the senior high school. As in the grades below, the nature of the problems varies of course with the subject, the pupils, and the facilities for work. In physics, for example, it would not be necessary to return to the old heuristic idea that the fundamental laws of physics should be rediscovered, but the field of the useful applications of the laws is rich in problem possibilities. Industrial and domestic chemistry, agricultural and horticultural botany offer most enticing and practical opportunities for problem work. In zoology the subject of pests, and in both

zoology and botany as well as in chemistry, the subject of foods would furnish an abundance of problems. In foreign languages, problems in the history and the literature of the people would help to bring these branches into a larger field of culture and usefulness. In manual or industrial training, problems in industrial history connected with the manual projects would give social significance and make these subjects in a higher degree training for citizenship.

#### LIBRARY SERVICE REQUIRED FOR PROBLEM INSTRUCTION

Enough has been said regarding the conduct of problem instruction to show the necessity for developing new services for the school. One of the most important of these is undoubtedly the service to be rendered by the library. It is perfectly clear that the ordinary provision of textbooks and supplementary books cannot meet the needs of problem instruction. In fact, problem instruction fully developed would make textbooks and supplementary books unnecessary. Textbooks will undoubtedly remain in the school as important sources. But generally speaking they will only be sources and not comprehensive sources of study. The very nature of problem instruction requires the pupil to seek information needed to solve his problems from a variety of sources. As problem instruction develops, only the most mechanical parts of subjects will require the use of the textbook.

There are three possible ways of providing adequate reading sources. First, the library may be placed in the school building; second, books may be requisitioned by the school from the city library and taken to the school when needed; and third, the pupils may go to the city library to work on their problems when the school sources are insufficient. The local situation will determine which is the best plan to adopt. . . .

As far as possible teachers make out a list of the books which will probably be needed a week in advance of their use. These books are reserved and placed in the library rooms, which are designated for the use of the various grades. Of course these

reserve lists are always more or less incomplete because it cannot be accurately predicted just what problems may be discovered by the pupils. However, with experience the teachers are able to indicate with reasonable accuracy the general sources which will be required. In case the teacher is unable to designate any given book required she describes the kind and the scope of the information which will probably be needed and the librarian-teachers find the book, articles or bulletins, etc., and place the material on reserve.

The plan of sending pupils to the library requires that the librarians in charge of this work shall be trained in the psychology and in the art of problem instruction. In addition to the requirement of being good juvenile librarians they must be as competent to conduct the supervised study phase of problem instruction as the school teacher should be. So important is this teacher function that the two persons doing this work in our library are known as librarian-teachers. The foregoing description of the technic of supervised study applies to the work of the librarian-teacher just as much as it does to the teacher in the schools.

The pupils go to the librarian-teacher with problems stated and provisionally outlined. It then becomes her duty to supervise their study in exactly the same manner as the teacher in the school performs the same function. Pupils must be taught how to find the required information. The librarian-teacher must be full of suggestions but she must not do the work for the pupils. She must be a successful stimulator of activity and she must see that the pupils grow more independent in finding and in using library materials.

Supervised study of any given class is usually carried on in the school and the library at the same time. Some pupils may need to go to the library to work upon their problems while others may find sufficient information or materials at the school. The closest co-operation between the teachers and the librarian-teachers is needed to make the work successful.\*

\* The writer is indebted to Mr. W. H. Kerr, head librarian of the Kansas State Normal School, Emporia, for suggesting this new problem of library service.

## THE PROBLEM METHOD AND ITS LIBRARY CORRELATION: A LIBRARIAN'S REACTION

BY WILLIS H. KERR, *Librarian, Kansas State Normal School, Emporia*

THE problem method, with its pedagogical companions, motivation, supervised study, socialized instruction, and the "six-and-six," will revolutionize school-library service.

First, these new educational methods mean rather more far-seeing provision of library materials than we are yet accustomed to. Your librarian-teacher, with his finger on the present educational pulse, must have educational imagination to know what is to be next in education and what materials must be ready for the new demands. For a problem will not usually wait on slow book purchases. 'Tis when interest is hot that those pictures, maps, and charts must do their social work. Your new librarian-teacher, therefore, will anticipate educational trends, will pre-serve material, will necessarily have a free hand in obtaining material, and will naturally be regarded as an important member of the teaching staff.

Second, the problem method and its allies will mean still further adaptation of library technique to educational uses. It will affect the classification of books—a step already anticipated in some school libraries. It will affect even the choice of subject-headings in the school-library card catalog. It will simplify loan desk procedure, because there will be need rather for the use of more nooks *within* the library and freely accessible to pupils. Closed stacks and motivated use of the library can't live together.

Third, the new procedure will mean more personal reference work by the teacher-librarian or reference librarian. Dr. Lull has described well the pedagogical requirements. On the library side, this personal study of the student and his problems by the librarian will mean recognition that books are like people: some, the boy can get along with; some, he cannot. Librarians have always done this? Yes, but too much, perhaps, by following compiled "graded"

lists, too much by sticking to book material when clippings, pictures, charts, or even models were the key to this boy's problem. Educational imagination is required all along the line.

Fourth, problem-motivation means that pupils, whether in the grades, in high school, or in college, will learn spontaneously and zestfully how to use the library. We shall have to give a few formal lessons in the first steps of "library instruction," but with proper co-operation from teachers and resourceful personal work by the librarian-teacher we shall achieve results in library use by students not now dreamed of.

Fifth, the administrative requirement by the principal's office that the librarian-teacher shall spend half of each period receiving and signing and checking and handling back "library passes" will go into the discard, where it belongs. Right teaching in the classrooms will make it unnecessary to guard the use of the library. Moreover, efficient use of the librarian's strength is not in admitting pupils but in helping them with their problems.

Sixth, the new school-library will have equipment corresponding to its work. One feature will undoubtedly be a *library socialized class-room*. The library of the State Normal School at Geneseo, N. Y. (Ida Mendenhall, librarian), has such a room; I do not have a description of it. Vincil Coulter, of the State Normal School at Warrensburg, Missouri, suggests such a room in his "Report on English equipment," in the *English Journal* for March, 1913. Allan Abbott, of Teachers' College, New York, has collaborated with Mary E. Hall in developing a library class-room in the library of the Girls' High School, Brooklyn, of which Miss Hall is librarian. See the description of this room in the *LIBRARY JOURNAL*, September, 1915, pages 668-669. The library of Kansas State Normal School at Emporia is equipping a socialized class-room as part of its facilities for making the

"Discussion of Dr. Lull's paper, read at the Portland meeting of the N. E. A., July 11, 1917."

use of books and print easy and natural in school work. Briefly, our plans contemplate the following items of equipment: Comfortable class-room chairs. One, or perhaps two tables, round. Projecting lantern for slides, postcards, and mounted pictures, all of which are in the collections of illustrative material in the adjoining "school department" of the library. A victrola. A cork-carpet bulletin board or wall-border around most of the room. Book-shelves enough to accommodate a floating collection of books or an occasional special exhibit. A few well-chosen framed pictures. A small stage.

Enumeration of the equipment proposed for this library socialized class-room is indication of the uses expected. The room will permit the working-out of class problems by the use of library material, assembled as Dr. Lull suggests. It will encourage dramatization, material drawn from the library shelves as needed. Illustrative material may be assembled on the bulletin board, and may be supplemented by projection material and by music. Exhibits will here find hospitality and adequate display. Perhaps the librarian will here achieve his dream of serving tea on an occasional Friday afternoon. Classes from the college department, also, will come to this socialized class-room for class conference over library material—for example, to utilize the library collection of illustrated and well-printed editions of good books.

Incidentally, teachers trained thus in the knowledge and use of libraries for the practical everyday purposes of class-room instruction will need little other incentive toward having and using libraries in their schools.

WILLIS H. KERR.

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A BILL providing for the establishment and upkeep of a Pan-American University in the city of Panama, in which preference is to be given to the study of Spanish and English literature, law, and tropical medicine, has been introduced into the National Assembly in Panama. It is proposed to make use of the present National University of Panama as a basis of the proposed Pan-American University.

#### THE CONFESSIONS OF A SCHOOL LIBRARIAN

AT a recent library meeting the library bore was rounded up, and we saw that a librarian who serves the public has to get along as best she can with the critical person, the bully, the rude one, and the selfish. The other day I stepped into a public library and was depressed when an elderly woman in deep mourning came in and in a querulous tone asked for something. I thought I heard the library assistant sigh, as she spoke.

Then I began to count my blessings. The library in which I spend a busy life is part of a training school for teachers. If the library has a bore, I think the librarian must be the one, for it is necessary to criticize at times, and when I reprimand a young person, it is possible that she looks upon me as a dragon. But what meets my eyes when I enter the school library in the morning? Why I see radiant youth, rosy cheeks, bright locks, and often neat and tasteful costumes. The girl who has not put up her ringlets is my special delight, for remembering my own straight hair, and the misery of the curl papers of my childhood, I rejoice in a riot of curls. Pleasant looks and ready smiles are my greeting, and from the hall I hear the happy sound of laughter. These young people are kindly of heart, and are always ready to do little favors. They are enthusiastic and buoyant. It is true that the enthusiasm is sometimes for basketball rather than the daily routine, but it is present, and it helps to keep us alive and tingling. My spirit is years younger than my body, and all because working with the young is a perpetual tonic.

All this sounds like paradise, so I hasten to say that these girls are often careless and forgetful. This is trying, but there is always the hope that thru correction good habits may be formed.

Library work even in such happy surroundings is tiring, and when I go home at the close of the day quite exhausted, I know that in the morning I shall not have to return to funeral patrons and library bores, but to youth, hope and courage.

M. E. G.

## JOY-READING; HOW TO INCREASE LITERARY APPRECIATION IN THE HIGH SCHOOL\*

BY MARION L. HORTON, Librarian, Fremont High School, Oakland, Cal.

We sometimes think that no American children have the literary taste of the boys and girls in Kenneth Grahame's "Golden age." You remember they had their specialties in knowledge that seemed simply uncanny to their elders. To Edward every detail of the uniform, accoutrements, colors, and matters of the British army was like A, B, C. Kenneth knew the haunts and habits of every beast that strutted, burrowed, roared or wriggled between the Atlantic and the Pacific, altho he had never seen the American continent. Selina's subject, quite unaccountably, happened to be naval history. There is no laying down rules as to subjects, you just possess them, or rather they possess you. Selina had never so much as seen the sea, but from the days of Blake down to the death of Nelson she had taken spiritual part in every notable engagement of the British Navy.

Possibly American high school students are more reticent about their enthusiasms. But I know one high school quite commonplace in its curriculum and student body where a Baconian, a believer in the fourth dimension, a paleontologist, a student of Anglo-Saxon law, a socialist, and a dozen other boys and girls haunt the library after school to discuss their pet theories and read everything on their own subjects that the librarian can borrow from the city library or fetch from the university. I cannot remember that the Baconian ever convinced anyone, tho he solved one cryptogram after another to his amused audience, and even wrote a theme for his English class: "What I should do if I had a million dollars." "I should divide it into two parts, one of which I should put in the bank to accumulate interest. With the other I should put a copy of Ignatius Donnelly's great work in every public and high school library in the country, and I should put a statue of Bacon in every park. On one

side of the base would be memorial tablets to Donnelly and Durning-Lawrence and Edwin Reed; on the other this cryptogram which is conclusive proof of Bacon's genius:

"Northumberland. Yea this man's brow like to a title-page  
Foretels the nature of a tragicke Volume,  
So lookes the Stronde when the imperious  
Flood  
Hath left a witnesst Usurpation.  
Say, Morton, didst thou come from Shrews-  
bury?  
Morton. I ran from Shrewsbury, my noble  
Lord  
Where hateful death put on his ugliest Maske  
To fight our party.

The money in the bank would be offered as a prize for anyone who could prove that Shakespeare really wrote Shakespeare, and as no one ever could prove it, the money would go on increasing, and the income would be used to help scholars discover more cryptograms."

The socialist and the paleontologist never made converts, but their hobbies half amused and half convinced the other students, while their knowledge grew by what it fed on, until they were almost omniscient in their own fields. One boy told me quite frankly at the beginning of the year, "You know I ain't got what you might call an awful thirst for readin'." Yet he came to me months afterward and said whimsically, "I'm really thirstier than I used to be." Each student has some interest and there is nothing in all the world more wonderful than to find the interest and relate it to literature.

Appreciation of good literature is such an intangible fruit of the spirit that one cannot define it, yet we realize that it is dormant in most high school students today; we have theories of why it is lacking; and we are all enthusiastic experimenters in trying to create it. We all remember Stevenson, full to the brim with his highwaymen, a penny plain and two-pence colored, and Marjorie Fleming read-

\* Read before the school libraries section of the A. L. A. at Louisville, June 26, 1917.

ing "Macbeth, a pretty composition but an awful one, and Tom Jones and Gray's Elegy, both excellent and much spoken of by both sex, particularly by the men," and Coleridge fascinated by the "Arabian nights," and Ruskin learning chapter after chapter of the Bible. Their fathers and mothers read aloud to these children; they saw books everywhere and could not help dipping into them. It was no use for Paul in Mrs. Harker's story to promise not to read books without permission. "I shouldn't keep the promise. When I went into that room and saw all the dear darling books beckoning, I should go to them—I know I should. Books isn't meant to sit on shelves all by themselves." By the time these children went to school they had a mental background that high school students today do not often have.

One winter I made a most interesting search, reading scores of biographies and stories about boys and girls, trying to find references to the influence of books in the high school period. It is always the earlier contact with literature that is emphasized. My only consolation is that high school libraries are young and that autobiographies showing their influence are yet to be written! The effect of our reading lists and book notes and literary clubs will be more apparent later, when the boys and girls can look back to their school days; now I can only describe a few methods that have been found successful.

The most obvious way of inducing good reading is to require it as a part of some course. English teachers realize that the work cannot be done entirely in class and are laying great stress on supplemental or outside reading. The books chosen are sometimes closely connected with the work of the department, sometimes purely for recreation. Some of the printed lists issued by associations or by the city school department are most amusing in their broad inclusion. Their aim to meet the need of any school and any child ends by ranging from Mrs. Wiggs and Freckles to Walter Pater. Better results can be secured by making a list for the special school, adapted to the age and environment of each class. This may be made by teacher or by

librarian, but preferably by both. My own preference is for a distinct list of thirty or fifty books for each semester, classified by form, perhaps ten books of travel or adventure, ten of fiction, ten of poetry or plays and five biographies. Then the teacher may require each student to read any one of the biographies or any one of the books of travel, according to the needs of the class. It is really a perfect reconciliation of the problem of free will and predestination, for the student can choose, and yet there is a standard of style and content behind each book placed on the list. The standard need not be lowered to the grade of the books that boys and girls read outside of school. Since the reading of one or two books is part of the semester's work, it is not necessary to make it too easy. If the books are in the library, and their reading is required, any good teacher or librarian can make the reading attractive. Of course if "Cinderella Jane" and "Just David" stand beside "David Copperfield" in the sophomore reading list, "Cinderella Jane" in her gay cover, with large type and wide margins, will be preferred to "Copperfield" in a depressing two volume edition, with a text book cover, a long introduction and footnotes and fine print. But books like "Laddie" and "Pollyanna" should not be put on the required reading list. We do not need to draw attention to them in the hope of leading children slowly upward and onward. They will plunge headlong into real literature if they see other people enjoying it. In the elementary schools of New York state a certificate is given to each student who has read fifty books on the list made by the school library division of the state education department.

Booknotes written by their friends and filed in the catalog will be more tempting to high school students than any recommendation of teacher or librarian.

Here is a girl's criticism of "Treasure island": "This story is exciting but queer and unreal. There are some parts in it that are nice, especially where the pirates come to the place of the hidden treasure and are disappointed."

Another wrote of King Lear: "If you

who read this story want to read a sad beautiful tale read King Lear. You will love and pity Cordelia as long as you live. To write out all I want to say about this book would take a whole book. All I can say is 'Read this book.' I have read many books but this will always stand out first."

Two quoted in the *Bulletin* of the Carnegie Library of Pittsburgh (February, 1917,) have more literary merit: "Listen, boys, and girls, too. Read Tales from Shakespeare and you will not be sorry. Among the stories in it is The Tempest, which is about a girl and her father. She had never seen another man but her father. One day a man came—and well if you want to know what happened go to the library and ask for Tales from Shakespeare by Charles and Mary Lamb."

"Here is a puzzler, What happened to John Harmon. Did Lizzie's father know? If not, who did? I'm sure John Harmon met a strange fate. So will you be sure if you read the book called Our Mutual friend. Who is Our mutual friend? Can you guess? Read the book and find out. I know the book is thick but the beginning is hardest. Start it and you will have to finish it. Get the book and you will not regret it. It is in the library if no one has it out."

There is something spontaneous in these annotations that the librarian's notes do not always have!

I have already suggested the use of good editions. Of course most of us cannot afford to circulate the beautiful illustrated editions that Miss Hall has listed, but we can have clear type and attractive binding in the books to be taken home, and a slowly growing collection of the copies with entrancing pictures, not locked away for the occasional visitor's inspection, but ready always for loving use. These are even more attractive when they are the gift of some class, whose members point proudly to the bookplate inscribed with their names and feel a glow of pride in the volume much greater than in any purchased from an impersonal book fund.

Pictures posted on the bulletin board with suggestive lists have varying results. It seems a mistake to me to spend much

time in preparing these. Some of the artistic gems make no appeal whatever, while others with no apparent reason are an instant success and are recalled by the students months afterward. Here the teacher can help the librarian, not only by keeping her informed of the timely topics in the classroom but also by being responsible for a bulletin board for her department on which the pictures are changed each week. If the students help in planning and posting these the results are still better. I remember one fetching exhibit of illustrations for Greek myths made by a freshman English class, who had chosen their favorite stories and drawn pictures or cut figures from magazines and combined them into marvelous designs. The whole school was fascinated by the pictures and there was a special run on the books that told the story of Hero and Leander. The picture of her tower was so mysterious and the lovers dead upon the shore so heartbreaking that everyone wanted to read the story.

Literary clubs are a wonderful incentive to good reading. Of course the high school age is the best of all ages for club forming, and elections and office holding are a joy in themselves without the added delight of a definite object. In one club the object was stated in the constitution "To educate our minds by reading books that are the precious lifeblood of masterspirits, embalmed and treasured upon purpose to a life beyond life."

In the Poets' corner the purpose is appropriately in rhyme:

"We read poetry written by Tennyson  
And by Mr. Browning and wife,  
We read also Keats and Shelley  
And stories about their life."

It is astonishing how widely these girls read (they are all girls in the poetry clubs) and how acute their criticism is. A program planned for fortnight meetings thru the school year covers much good literature and the librarian or teacher needs only to suggest the subjects, while the girls report eagerly on the books they have read. Art and travel are fascinating subjects and inexhaustible, when literature and history are woven into the programs. Boys enjoy

these too; they revel in anything definite that they can expound to their hearers. The most picturesque example of this is found in the "Hat clubs" in one of the branches of the New York Public Library, where the boys draw from a hat a subject written on a slip of paper and discourse upon it without preparation for five minutes. It is such a wonderful preparation for life! In the school I know best a science seminar met each week for the discussion of scientific books and performing experiments. It was chiefly due to the influence of an enthusiastic teacher who was studying the atomic theory, but the meetings were given an added zest by the profound ignorance of the librarian, who was always invited to the meetings and went as often as she could find time. The boys were never satisfied with their reviews of Rafferty's *Radioactivity* or Nernst's *Thermodynamics* or their experiments with liquid air and radium unless she gave evidence of complete understanding.

After all it is this personal interest that makes the work successful. These boys were interested in radium and wanted the librarian to share their enthusiasm. She was interested in books and wanted them to share her pleasure. Almost every boy in the school read John Muir's "Story of my boyhood and youth" because she told them how he invented an "early rising machine" that told the day of the week and the month of the year as well as the hour and minutes, with an attachment connected with his bed that tilted it to waken him early in the morning, and another attachment designed to start the fires and light the lamps.

Probably the guidance given in literary clubs and required reading lists has more direct results, but there is still greater opportunity in conversation with each boy and girl who asks for a "good book to read." Their faith is touching. The librarian, of course, has read everything, and she remembers just what book this boy has read last. She tells a bit of the story of Captain Scott and the *Discovery* or of Stanley's explorations or of Jean Kenyon Mackenzie's "Black sheep," and before he knows it, the boy is off with a book of real

literature in his pocket. It is not a high-brow classic to be approached with a glossary and a feeling of despair, but a glimpse of life so real and true that he must respond.

In Arthur Christopher Benson's memoir of Hugh Benson he describes one of his brother's droll habits. "In our nursery days he had a habit of locking up his treasures in a box, producing it at intervals in public, unfastening it with a smile, and then locking it again in a way calculated to provoke the most intense curiosity as to its contents. Upon investigation it was found only to contain some dried beans, some sheep's wool and a case of exploded cartridges."

The high school librarian's psychological principle is the same. She unlocks the box of her treasures with the same delight in its contents and the same delight in provoking curiosity, but the boys and girls find more than a temporary glamour in the books they learn to appreciate.

#### MORE PAMPHLET BIOGRAPHIES

This list supplements the one prepared for the School and Library supplement to the *LITERARY JOURNAL* for July, 1916:

- D. Appleton & Co.*  
Joseph A. Altsheler
- Book Supply Co.*  
Harold Bell Wright
- Century Co.* (published in *The Centurian*)  
Phyllis Bottome  
Heleen R. Martin  
Bertha Runkle  
Anne D. Sedgwick  
Jean Webster
- Doubleday, Page & Co.*  
Selma Lagerlöf
- Harper & Bros.*  
Mark Twain
- Houghton Mifflin & Co.*  
Willa S. Cather  
Lucy F. Perkins
- John Lane Co.*  
Theodore Dreiser
- Little, Brown & Co.*  
Sienkiewicz
- The Macmillan Co.*  
Alice Brown  
Maurice Hewlett  
Charles Major  
Ernest Poole  
Rabindranath Tagore  
H. G. Wells
- Pond Lyceum Bureau*  
Frank Speaight
- Frederick A. Stokes Co.*  
John Ames Mitchell

## THE "HOW'S" AND "WHY'S" OF ADMISSION SLIPS

By A. MARIE HARDY, *Librarian, East Orange High School, East Orange, N. J.*

To our brothers and sisters in other branches of the library profession my subject, no doubt, would seem painfully technical, trivial, and even hair-splitting. They have long since settled their petty administrative problems and, with every cog and wheel perfectly adjusted, have launched out on the deep to distribute their cargo wherever it is most needed.

But we school librarians are still tinkering with the machinery, so to speak. We know that until it is running smoothly we can never go as fast or as far as we should. And, of course, our hearts are set on going rather fast and quite far!

My subject is, properly, only admission slips, but these slips are so often the means of checking attendance that I have secured data on that point also, and have considered the two together. That this problem in our daily routine is still unsettled enough to be interesting is shown by the fact that, in a questionnaire sent to one hundred high school librarians in all parts of the country, prompt, full, and cordial responses were received from eighty-two. I am sorry I had to limit the number to one hundred. Tucked in with many of the answers were little notes of greeting, expressions of interest in the subject, wails of distress over some local difficulty, or outpourings of enthusiasm, so that I really felt quite lonesome when the letters stopped coming.

Of these eighty-two librarians, eight were working under conditions in which no permit system was possible and no special checking system necessary. In some cases the library was housed in the main study-hall or in one corner of it. In other cases crowded conditions in the school made it necessary to use the library room as a study-hall or even as a recitation-room, with consequent loss of the "library atmosphere" we so much cherish. At the Emerson School in Gary, Indiana, pupils are registered for regular library periods, with a special teacher to check library attendance.

One fortunate librarian, Louise Smith, of the Lincoln High School, Seattle, has a library directly adjoining, but not in, the study-hall. She says this is "a most satisfactory arrangement. The attendance is taken in the study-hall and students are upon their honor to come into the library only thru the door connecting the library and study-hall." This arrangement does away with troublesome passes and noisy passing to the library, and gives the boy who comes in to use the dictionary no excuse for remaining the rest of the period to get his algebra lesson. At the same time, the library atmosphere is preserved and the connecting door stands as a constant invitation to those in the study-hall to supplement mere text-book study with real reading.

But most of us are not so ideally situated. In the first place, instead of one study-hall, the majority of these schools have anywhere from three to sixty rooms in use as study-halls. In two-thirds of the schools students are expected to spend the whole period in the library, instead of returning to the study-hall when they have finished their reference work. This plan is favored by "the powers that be" because it obviates much confusion and keeps the corridors clear. But most librarians would prefer to have such students return at once and allow their places to be filled by others.

Of the seventy-four librarians who wrote that they were using some system of admission and attendance-checking, forty-eight expressed themselves as fairly well satisfied with the working of their methods, while twenty-six were decidedly dissatisfied. Naturally, the larger libraries (I shall classify as "larger libraries" those having an average of fifty or more readers each study period) have more difficulty than the smaller ones in finding a plan to meet all requirements. Only half of the larger libraries had found suitable systems, as compared with three-fourths of the smaller ones. So this part of our school library machinery seems to be in need of some tinkering even yet.

It may be well to look into the "why's" of the question of admission slips or passes before attempting to discuss the "how's." Why should a student be required to get permission from somebody before he may enter the library? Why so shackle him with red tape that often he is discouraged before he starts? Why not let whosoever will come whosoever he will and read whatsoever he will?

Seven librarians wrote that they had tried the pass system and had discarded it as being too much red tape. Miss Hall, of the Brooklyn Girls' High School, says of their present system: "Some pupils do cut recitations, but we feel it is better than the old pass system, when it was a difficult thing for pupils to get passes tho they had to have special library reading, and when they could not come just to browse." The librarian of a manual training school writes, "Our boys and girls are not of a bookish nature, so every effort is made to encourage them to do general reading. We used to have a permit system and the library attendance dwindled to six or seven a period." Now, with a simpler system, the attendance averages forty-five a period.

Out of the forty-three librarians now using the pass system, fifteen have some fault to find with it. One says, "We try to make our library attractive—fortunately we have a beautiful room—but it seems to me we do all we can to *keep pupils out*." The student who makes bold to enter this library has to sign two lists and get two signatures on a permit slip before he can rest in peace.

Other librarians complain of the carelessness and inevitable lack of uniformity in the method of issuing passes in a faculty of fifty or sixty teachers. Some students yield to the temptation to forge a teacher's signature, to substitute the name of another pupil, or to lie when giving their reasons for coming to the library.

Then, too, the pass system becomes annoying and burdensome to the teachers who must issue the permits and to the librarian who must collect, certify, count, return, or file them. Study-hall teachers dislike the rush and confusion of signing so

many passes at the beginning of the period, and home-room teachers at the beginning of the day. One librarian says, "I can see no reason for the signing by the teacher. It is a nuisance to him and accomplishes nothing." Another says, "I very strongly disapprove of the slip method in a high school of over five hundred" and complains of "the waste of time on the part of the librarian, standing at the door receiving slips, and the disorder and loss of time to waiting students whose work and questions must wait for the direction of the librarian. In a crowded period, this often means ten or fifteen minutes." Another says, "The burden is on the librarian, who often stamps and returns eight hundred passes in a day."

Neither are passes necessary as a means of checking attendance. Twenty-two of the thirty-one librarians not using the pass system have found some other satisfactory method of keeping track of the students. Several schools have student government monitors in halls and library to see that every one is where he should be. Some schools are so small or have their halls so well patrolled that no other check is needed. In the DeWitt Clinton High School, New York City, they are considering admitting the students simply by requiring them to show their program cards. "There is no method of checking attendance. One was instituted, but so few failed to use the library admit that it was not considered necessary to continue the system."

Of course, when students come to the library for only part of a period, they usually bring an admit slip marked with the time of leaving the study-hall and take it back marked with the time of arriving at and leaving the library. In the libraries of the Passaic (N. J.) High School and the Washington High School of Portland, Oregon, the time of arriving and leaving is stamped on the slip by means of an automatic clock.

In most cases where admission slips are not required if the students spend the whole period in the library, the routine of checking attendance follows one of the three following methods:

1. The student goes first to the study-

hall, where he signs his name on the blackboard, on a slip, or on a list. He then comes to the library and again signs his name on a slip or list provided by the librarian. These two records may be compared during the period or at the end of the day. However, in many schools they are never compared except when suspicions are aroused concerning individual students. If not checked, they are usually kept several days for reference.

2. The student goes first to the study-hall and leaves his name as above, but does not sign again in the library. A teacher comes in from the study-hall to check up, or sends in the slips or list so that the librarian may do so.

3. The student goes directly to the library and there signs a slip or list provided by the librarian. This record is sent to the study-hall or session-rooms to be checked with the absence lists there. It is usually sent before the end of the period if there are only one or two study-halls. If there are many rooms in use as study-halls the slips are taken by the students to their respective rooms at, or near, the end of the period, or else they are put in the teachers' mail-boxes in the office at the end of the day.

Of course, none of these plans is absolutely perfect. Personally, I dislike any plan which places upon the student the responsibility of notifying his study-hall teacher of his whereabouts. It forces him to make an extra trip to the study-hall, either before the period to leave his name there, or after the period to return his slip there. This makes for confusion in the study-hall and tardiness in the library, beside shortening the student's library period. Unscrupulous students, if they find a teacher is careless about checking up her slips, can easily cut periods or pass along their slips to friends who have been cutting. And, unfortunately, some teachers consider the checking an extra burden which they have a right to shirk, especially if it has to be done at the end of the day when they are tired and anxious to get away early. But, on the whole, all of these no-pass systems work very well if the teachers carry out their part faithfully.

Then, if the pass system discourages library attendance, overburdens teachers, steals the librarian's time, and is not necessary for checking attendance, why do forty-two librarians out of seventy-four still use it, twenty-eight of them with professed contentment? Surely it is not due to indifference, or fondness for red tape, or respect for tradition. I believe the use of the pass system in two-thirds of the smaller libraries argues that it is a result of their *small size* as much as a cause of their small attendance, no matter what may be the reason of the no-pass system being used in two-thirds of the larger libraries. The "why" of admission slips seems to be the lack of room in the library for all the readers who would like to come, or, if there is room, the lack of adequate assistance in supervising their work.

When the seating capacity of the room is limited there should be some process of sifting the would-be readers before the period begins. Otherwise, students will use their own judgment about when they need to come, and it is not always sound. We librarians in the smaller rooms know how unpleasant is the task of weeding out the least - desperately - in - earnest readers and sending them grumbling back to the study-hall.

If a permit system must be used to curtail the number of readers, *how* can it be administered most efficiently and justly? This depends partly upon who issues the permits and partly upon their form. In about half of the libraries where passes are required they are issued by the study-hall or study-room teachers. This really furnishes hardly any check at all, except the time it takes to make out the slips. These teachers neither know nor care whether or not Tom Brown needs to spend a period in the library. All they want to know is whether he is in the library if he is not in the study-hall. To make sure of his whereabouts is all that should be asked of them.

In a few schools the librarian herself issues the passes before school and during the noon hour. This provides a very effective and definite check on the number of readers, but makes a great deal of work for the librarian at a very busy time.

Eight libraries have passes issued by the

home-room teachers, with varying success. Several librarians wrote that these teachers considered this extra work quite a burden. Others complain that if a student forgets or does not have time to get a pass before school, or if an unexpected assignment is made, he cannot come to the library that day at all, since he does not meet his home-room teacher again until the close of school. One librarian says, "The home-room teacher, having no interest in the subject for which the student is supposed to use the library, signs the slip at random—consequently the library is not used for reference work as it should be."

Apparently all these objections are answered by the librarian of the Stadium High School of Tacoma, where this system is used with success. On the first point she says, "I think some teachers consider the extra work a burden. However, this method distributes the work into the smallest amount possible to each teacher." As to forgetful students she says, "One of the most valuable features of the arrangement is that it makes it necessary for pupils to plan their work, and does not allow them to drift in with the tide of their friends. Any extra slip for unexpected assignments must be obtained from the clerk in the school office." As to its effect on the use of the library she says, "The system of permits we are using was devised to limit the number of pupils using the library to those who had reference work or leisure for reading. Since no pupils may be sent back to study-hall (by a rule of the school) it was essential that the weeding out be done before and not after pupils came to the library. According to this plan pupils fill out slips in their roll-rooms before school and get the roll-teacher's signature. This means that the teacher who presumably knows the pupil best, who has the record of his grades and his work with other teachers, signs her name as her O.K. for the particular day and period named, for the study of a given subject. At any time the librarian may notify the roll-teacher if the pupil is not carrying out the work he has laid down for himself, and the roll-teacher then questions the pupil before signing more slips for him. This system has reduced the numbers from eighty

or ninety per period to from forty to seventy, has dissolved groups, and practically eliminated any discipline problem."

Perhaps the most logical arrangement is to have the passes issued by the one who assigns the reference work for which the pass is granted—the teacher of the subject to be studied in the library. In this way the burden is distributed in due proportion to the very teachers who reap the benefits of the library in their pupils' work. It seems hardly fair for a study-hall or roll-teacher who may receive scarcely any help from the library in her class-work to be called upon to sign library passes every day in the year. Out of thirteen libraries using this system only two had any fault to find, and that was due to clumsy methods of checking attendance. At the Lincoln Park High School in Tacoma "the roll-teacher was given the sole privilege of issuing the permit at first, but the teachers requested that the class-teacher be also given the right, since the students meet the roll-teacher but once a day. The time taken is negligible." Most subject-teachers are willing to issue passes at any time when they are not teaching. But if they are wise they will fix certain times for this part of the day's work and will refuse to be bothered all day long. A good plan is to hand a pass to each member of the class during the class-period in which the reference work is assigned—just as new text-books would be given out, or paper for an examination. The day and period may be left for the student to choose at his convenience. The teacher should indicate on the pass the subject of study, making it as specific as possible, to aid the librarian in getting the right book into the pupil's hands.

The pass issued by the subject-teacher is just as effective in the weeding-out process as that issued by the home-room teacher. The subject-teacher knows better than anyone else whether Tom Brown has any reference work to do for her, and she has direct evidence in his recitations and reports as to whether or not he makes good use of his periods in the library. Passes for general or recreational reading might be granted by home-room teachers. In East Orange High School newspaper, magazine,

or fiction reading is allowed on an English pass unless other work is specified by the teacher.

No matter who issues the passes, they make the checking of attendance quite simple. There is no need for the student to report to the study-hall first. He may report directly to the library as promptly as to any class recitation. The passes are usually collected by the librarian and sent by her to the study-hall or halls during the period. Her stamp or signature on each pass seems hardly essential. The fact that she has the pass to send certifies that the pupil must have come to the library.

Several librarians use a double perforated slip, usually issued by a home-room or a subject-teacher. The stub of the slip is left by the student in the study-hall or session-room where he is due, and the other part brought to the library. This part is stamped by the librarian and sent by her, or taken by the student, back to the room from which the student came, there to be compared with the stub. Good forms of this kind of passes are used in the high school libraries of Manchester, New Hampshire, New Haven, Connecticut, and Jefferson High School, Portland, Oregon. In the Hughes High School of Cincinnati, both parts of the pass are brought directly to the library. One part is kept by the librarian, the other sent by her to the study-hall, to be checked with the absence list there. This furnishes a permanent record for both study-hall teacher and librarian, with the least possible labor on their part.

These perforated slips are also useful when students come to the library for only part of a period. The High School of Wichita, Kansas, has a good form. Both parts are marked with the time of the student's leaving the study-hall, and one part is left with the study-hall teacher. The other part is brought to the library, and the time of entering and leaving the library marked on it. The two parts are compared when the student re-enters the study-hall.

Permanent passes are such time-savers for all concerned, I was rather surprised to find only eleven libraries using them. In most of these libraries permanent passes were issued only to library assistants,

student government officers, post-graduates, or seniors. In one they were issued to all history classes. Usually these students were registered in the library for certain days and periods, and absences were noted by the librarian, the same as in a study-hall.

In the High School of East Orange, New Jersey, permanent passes are issued by any subject-teacher whose assignments require almost daily use of the library for any considerable period—perhaps for a month, usually for the whole term. They were issued this year by teachers of history, junior and senior English, commercial geography, economics, musical appreciation, and Spanish. They are good for any day or period, but for only one subject of study. Students come directly to the library and the librarian sends to the study-hall a list of the names of those present. While collecting the temporary passes and copying names from the permanent passes the librarian notes whether each student is doing the kind of work indicated on his pass, and if he is not she sets him right or sends him back to the study-hall. In a large library all this would take too much time, but our attendance is never over forty and the students' work is not interrupted or kept waiting, so the system works very well.

I have not attempted in this paper to settle any questions, but simply to tell you how and with what success other school librarians are managing this part of the day's routine. Let us hope that soon we shall all have such large library rooms, so many assistants, and so many books that not one student shall ever be turned away by us for lack of a mere scrap of paper!

Books may be ornaments; they may be tools; they may be friends. If they are friends, you must become acquainted with them; fellowship them; have companionship with them; listen to them in a friendly spirit, and say to them what you yourself think about them. Read them not merely for entertainment, but read them either for information or for inspiration; and do not forget in your reading those books which appeal directly and immediately to what we call the religious faculties—reverence, faith, hope, and love—LYMAN ABBOTT.

## BRITISH CENSORSHIP AND ENEMY PUBLICATIONS

By THEODORE WESLEY KOCH, *Chief, Order Division, Library of Congress*

IN the early part of 1917, while examining books detained in England, an exceptional opportunity was afforded me to study the workings of the British Censorship as it affected enemy publications. I came to feel that there were certain facts about the censorship that should be known by American librarians. I therefore sent to the Librarian of Congress a special report on the subject, prefaced with some historical facts which may not be known to American librarians and research workers. If Americans had gained earlier knowledge of what the British censors had to contend with and of the service these officials have rendered the Cause, they would doubtless have accepted with better grace the necessary interference with their mail.

With Dr. Putnam's consent this report is now made public. The officials of the Censorship kindly verified the statements here made.

### OBJECT OF THE CENSORSHIP

Two important memoranda were issued in May, 1915, as Parliamentary Papers—one on the Censorship, the other on the Press Bureau. Together they provide the official justification of the Censorship as it affects both the individual and the press. In the memorandum on the Censorship, this new branch of the government is described as one of several institutions designed with a threefold object: To prevent information of military value from reaching the enemy; to acquire similar information for the British government; and to check the dissemination of information useful to the enemy or prejudicial to the Allies. When the transmission of correspondence and the publication of news are consistent with the attainment of these objects there is little or no interference. Every endeavor is made to safeguard the legitimate interests, private and commercial, of British subjects and neutrals.

In the course of the present war it has become apparent that in the Censorship there lies ready to hand a weapon, the full value of which was perhaps not anticip-

pated prior to the war. It can be used to restrict commercial and financial transactions intended for the benefit of enemy governments or persons residing in enemy countries.

The memorandum discusses the Censorship as it affects (1) private and commercial communications; and (2) the press. It states that the censorship of private and commercial communications is under the direction of a general officer who is responsible to the Army Council. The Censorship is organized in two sections: (1) the Cable Censorship under the control of the Chief Cable Censor, who is a senior officer of the general staff at the War Office, and (2) the Postal Censorship, controlled by the Chief Postal Censor. In addition to some 120 cables and wireless stations in various parts of the Empire, the chief cable censor controls in the United Kingdom messages sent over the cables of the private cable companies. Every 24 hours from 30,000 to 50,000 telegrams pass thru the hands of the censors in the United Kingdom. Exclusive of those in the official Press Bureau, about 180 censors are employed in the United Kingdom in the censorship of cables; elsewhere in the Empire about 400. In the United Kingdom, with few exceptions, they are retired navy and military officers.

The memorandum further states that the objects of the Postal Censorship are similar to those of the Cable Censorship. All mails that have to be censored are necessarily subject to some delay, but harmless letters, whether private or commercial, are not detained, even when coming from an enemy country or addressed to an enemy person. No letter, however, addressed to an enemy country can be transmitted unless its envelope is left open and is enclosed in a cover addressed to a neutral country. Letters in which any kind of code or secret writing is used are liable to be detained even if the message appears to be harmless and totally unconnected with the war. In the private branch more than a ton of mail matter is censored every week, ex-

clusive of parcels. Commercial correspondence with certain foreign countries is dealt with in the trade branch and amounts to nearly four tons every week.

LORD ROBERT CECIL'S STATEMENT

There is a good deal of confusion in the public mind between the press censorship, the cable censorship and the censorship of the mails. Even the latter is complicated, because different considerations apply to mails originating in or destined for, the United Kingdom; mails between European countries and the United States intended to pass through the United Kingdom; mails carried on neutral ships which voluntarily call at British ports; and letters carried on neutral ships which would not enter British jurisdiction without some form of compulsion. The distinction is emphasized in a letter addressed by Lord Robert Cecil, Minister of Blockade, to an American firm, and given to the press. The letter follows:

Foreign Office,  
June 23rd, 1916

Gentlemen:

I am directed by Lord Robert Cecil to thank you for your letter of May 27th, in which you take issue with a statement made by him to a correspondent of the *New York Times*. This statement was that great care is taken to forward mails between neutral countries taken from neutral ships for examination by the British censors as quickly as possible. You say that, during the last six or eight months, your correspondence with Holland has suffered great delay.

Lord Robert Cecil's statement was intended as an assurance that the postal censorship had been perfecting its organization, and that, from the time at which he spoke, Americans could be confident that their letters would suffer only slight delay owing to detention by the censors. He did not intend to exclude the possibility that delays had occurred in earlier days, when the British authorities first began to examine mails carried on neutral ships. But even if such delays did actually occur, it is by no means certain, and, in fact, it is in many cases unlikely, that those delays were due to the British censorship. Mails only began to be taken from neutral ships for censorship last December, and it is therefore quite clear that delays experienced by you from six to eight months ago cannot have been due to the censorship of these mails. As there has been a great deal of misunderstanding on this subject, I am to explain the following points:

The American mails censored in the United Kingdom must be divided into two classes,

each of which is dealt with by a special organization:

(1) *Terminal mails*, i. e., mails originating in, or destined for, the United Kingdom. The censorship of these mails is one of the universally recognized rights of sovereignty, and it has been exercised since the beginning of the war, without any protest being made against it by neutral Governments.

(2) *Mails neither originating in, nor destined for, the United Kingdom*. These must be further subdivided into three groups:

(a) *Transit mails*, i. e., mails between European countries and the United States intended by the office of despatch to pass through the United Kingdom—for example, mails sent from Rotterdam to this country for re-transmission from Liverpool to the United States. Such mails are forwarded by the British Post-Office, and enjoy the facilities afforded by it to British mails, and the right of censorship over them while in transit through British territory in time of war is generally admitted. This right, however, was not exerted at the beginning of this war, and censorship of these transit mails only came into force in April, 1915.

(b) Mails carried by neutral ships which normally call at a British port or enter British jurisdiction without any form of compulsion.

(c) Mails carried by neutral ships which would not enter British jurisdiction without some form of compulsion.

The first ship from the United States to Holland from which the mails were removed was the *Noorderdijk*. These mails were landed at Ramsgate on the 18th December, 1915, arrangements not having then been completed to remove them at Falmouth. The first ship from Holland to the United States from which the mails were removed was the *Noordam*, which entered the Downs on the 5th December. It is to classes (b) and (c) exclusively that the present discussions between this Government and other neutral Governments refer, while class (c) alone is covered by the Hague Convention.

Most of the annoyance caused in the United States by the action of His Majesty's Government seems to arise from a confusion between the above kinds of censorship. It is to the last two kinds only that Lord Robert Cecil's interview referred, and the British authorities are making every effort to perfect their organization so that the necessity of examining this class of mail may not involve long delays. But during the time that the censorship of these particular mails has been in force, many other factors have occurred

causing delay, quite independently of the action of the British Government. Sailings from Holland have been very irregular, owing to the mine fields sown by the Germans outside Rotterdam, and have, at times, been held up altogether, as, for instance, after the sinking of the *Tubantia*. As you are aware, the Dutch mail boats now proceed round the north of Scotland and go south, calling both at Kirkwall and at Falmouth before crossing the Atlantic, and this in itself causes considerable delay.

So far as the censorship is concerned, the delay in the case of mails from Holland to the United States will not be greater than between four and five days from the date when the mails are unloaded at Kirkwall to the date when they are handed by the censors to the Post-Office to be sent on. The delay caused to mails from the United States to Holland will not be longer than six days in all. The Post-Office will always forward the mail by the next boat to its destination, and whether delay occurs in this operation will solely depend upon the regularity of sailings. It will be seen that letters contained in the outward mails will sometimes, and those in the inward mails generally, reach their destination as early as, or earlier than, if left on board the Dutch ship.

When the urgent need of examining first-class mails, in order to intercept those postal packets which are admittedly liable to be treated as contraband, was first realized, it would have been possible at once to have brought the organization of the censorship to the level of efficiency it has since reached by collecting hurriedly a large enough number of examiners; but it was thought that infinitely more harm would be done to neutral correspondence by allowing their letters to be handled by persons engaged hastily, whose character and reliability had not been thoroughly tested, than by subjecting the letters at first to some slight delay. The necessary staff has now been carefully selected, and this delay eliminated.

In conclusion, Lord Robert Cecil would be much obliged if you would furnish him with more exact particulars of the letters which you complain of being delayed, giving, where possible, the date of the letter, the mail boat by which it was despatched, and, if registered, the registration number of the packet, in order that enquiry may be made into each case.

As there is so much misunderstanding on these points, and in the hope that the above explanation may do something to make the position clear, Lord Robert Cecil proposes to publish the text of this letter for general information.

#### DISCUSSION IN PARLIAMENT

Lord Grey of Fallodon stated in the House of Lords, January 6, 1916, that goods otherwise liable to seizure on board

neutral vessels do not, under international law, acquire immunity by the mere fact of being sent thru the post. The Allied governments are accordingly applying the same treatment to all such goods, however conveyed. The Allied governments do not at present interfere with postal correspondence found on neutral vessels on the high seas, but they exercise their undoubted rights to examine and censor such correspondence when ships carrying them enter their territory.

In the House of Commons, January 27, 1916, Mr. King asked the Secretary of State for Foreign Affairs whether he could make a statement concerning correspondence with the Dutch government about the intercepting of postal matter in transit on the sea; and whether any offer to submit the question to arbitration had been made. In answer to Mr. King's question, Lord Robert Cecil stated that the correspondence with the Scandinavian government would shortly be laid before Parliament. On February 21, 1916, Lord Robert Cecil stated that the publication of the correspondence with the Dutch government on the question of the interception of postal matter and other correspondence on the same subject was under consideration; but as the moment for publishing correspondence which was still in progress depended partly on arrangements with the other governments concerned, he could say nothing definite regarding the suggestion that the question should be submitted to arbitration. Consultations with the Allies were proceeding on the whole subject and he preferred to make no statement at that time.

On July 19, 1916, it was stated in Parliament that matter published in certain papers like the *Times*, the *Daily Mail*, the *Morning Post*, the *Labour Leader* and the *Tribunal* had been used by the enemy for propagandist purposes; that extracts from the *Daily Mail* were being translated into European and Asiatic languages, and that they were doing great damage to the cause of Great Britain. Attention, however, was called to the fact that none of these papers had ever said a word except for the prosecution of the war with the utmost vigor.

The question of the opening of letters addressed to members was discussed in

Parliament, December 18, 1916. Mr. Macpherson, the Liberal member for Ross and Cromarty, replying to a question put by Mr. Touche, said that all mails coming from France were liable to be submitted to the military censor. No discrimination is made between different members of the House. "It is a mistake to suppose," said Mr. Macpherson, "that the opening of a letter by the Censor constitutes any reflection either on the writer or the recipient. The object of the Censorship is to prevent the enemy from making use of indiscretions, to which experience shows the best intentioned persons are liable."

Just before the last Christmas holidays the War Office issued a reminder to the public that pictorial illustrations and photographs of all kinds, whether on post-cards, Christmas, New Year or birthday cards addressed to neutral or enemy countries, or enclosed in letters so addressed, and whether the illustration itself did or did not represent an object of interest to the enemy, would in the future be stopped by the military censor, except: (1) Family photographs addressed to British subjects interned in neutral and enemy countries; (2) illustrations in publications posted by firms holding a permit; and (3) illustrations and photographs enclosed in letters or other postal packets by firms who have occasion in the ordinary course of their trade to despatch such articles to their agents or customers in neutral countries.

#### THE CHECKING OF ENEMY COMMERCE

One of the principal functions of the Censorship is to act as a deterrent to all the undertakings of the enemy. That it has succeeded in its purpose is evidenced by the following extracts from intercepted letters published in the *Times*, December 12, 1916:

As you see the English are making so many disagreeables and seizing the post that our business is quite ruined. People do not dare to send money any more because they do not receive receipts from home.

As I see from your telegram sent a few days ago our lists have not arrived for three weeks now. . . . I think that if you sent the receipts in fifteen private envelopes I should perhaps receive them.

It is incredible how you have helped the

English Censor to establish the names of our agents and also the fact that G. and G. looked after our letters . . . you appear to have received no post from us since the beginning of March. Worse still is the fact that because of the Censorship you have not got our invoices or bills of lading. From this miserable condition in which the English sea-robery has placed us there is no way out.

In conjunction with this we should like to say that according to our experience it seems now to be utterly impossible to ship any goods to foreign countries. Since the middle of April we received one single letter from one of our friends in the States in which he advises us that he instructed a banker in Berlin to remit us a certain amount. This remittance, however, we do not receive up to the present.

Whatever the English want they get, for the whole postal communication with Germany is completely upset, and we never know whether one can draw money or send money to the other side. It is very unpleasant for me also that I send 25,000 marks to Z., and if this remittance has not arrived then all the interest will be lost and many months will go by before I get over all the difficulties. . . . At this moment I have a consignment lying at L., but I have received no invoices and no bills of lading. Everything has again been stolen. These are the difficulties we have to fight against. I hope it will not be long before peace is signed.

In consequence of the condition of the postal service with your side, business is on a dead standstill.

From the above we can see how German commercial enterprise in foreign countries has been checked by cutting off both correspondence and remittances. Although approximately half a million business letters passing between America and Europe were examined in the month of January, 1917, less than ten were found to belong to enemy firms. The attempt to use wireless telegraphy in place of the mails has met with obstacles. In addition to the high cost of sending messages by wireless there are other limitations to this kind of service as indicated in the following intercepted letters from enemy firms:

Your claim (says one writer) in regard to the transmission of your subscription may be attributed to the fact that you are ignorant of the circumstances that the cable connection with the Monarchy has been completely interrupted, and that therefore apart from wireless telegraphy, the only way to transfer orders was by letters. As regards communications by means of wireless telegraphy,

we would respectfully inform you that it is up to the present very unsatisfactory as a result of atmospheric disturbances. Long delays are unavoidable, and unfortunately messages are often distorted. Whenever possible we are transferring our orders by letter.

We have made (writes another) a number of attempts to get in touch with our bankers in Germany by wireless, but up to the present without success.

As soon as I found (says a third) that all my letters, so to speak, fell in the water, and did not reach their destination, I gave up writing any more. Similarly I did not receive a single letter from your side. Communication by wireless was also doubtful in the highest degree, and one often had no idea as to whether the message was destroyed by the Censor or whether it ever reached its destination or not. Taking it all round the present conditions are nothing less than infernal for a merchant who has been accustomed to a gradual and steady development of his business relations, and we can only hope that everything will some day turn out for the best.

#### IMPORTANCE OF THE CENSORSHIP

Possibly no phase of activity which sprang into being as a result of the war has been more misunderstood and at the same time more essential to the public good than the British War Office Censorship. From the first its workers have been immensely impressed with the responsibility of handling the correspondence of half the world. Respect for the rights of these correspondents has always been the first consideration and it is not too much to say that the majority of the readers employed by the Censorship bring to their task a purely academic attitude. It is a type of work especially uncongenial to the English character—foreign to its habits and traditions, tho an inevitable necessity in time of war. Its exhausting nature is almost beyond description. Some readers pass upon as many as 400 letters a day. The examination of books and other publications is of necessity a slower process.

Starting in London as a group of 30 workers, chiefly volunteers, the Censorship began its delicate and difficult task (in September, 1914) in a small basement room of the postoffice building. To-day the London branch alone occupies six floors of a large building—Strand House, in Carey street. Of its 3000 employees about 1700

are women, the remainder being men over military age, neutrals and wounded officers. Many of these employees are skilled linguists. In the Department of Uncommon Languages 157 languages are dealt with, including Gaelic, Welsh, Erse and five or six types of Yiddish. It is a matter of surprise and interest to know that so many persons are in the habit of corresponding by such unusual means.

The aim of the Censor is not, as many persons seem to believe, to see how many letters and publications may properly be detained, but to endeavor—as rapidly as possible—to send on everything that is found to contain no information of value to the enemy and nothing that could injure the cause of the Allies.

In the Philadelphia *Saturday Evening Post* of April 28 and May 5, 1917, Major Eric Fisher Wood published two excellent articles on the British Censorship. To this painstaking study we may refer anyone who wishes information on the organization of the Censorship as a whole. The purpose of the present paper is to deal more particularly with the Censorship as it affects the supply of publications of enemy origin to American librarians and scholars.

Detection of German propaganda and contraband of war in the mails is by no means the principal function of the Censorship. The *London Times*, December 12, 1916, observes that the Censorship may not unfairly be called the eyes of the blockade. Its principal work, it continues, lies in detecting and frustrating the innumerable and everchanging subterfuges contrived by the enemy with the connivance of neutral intermediaries for evading the blockade and carrying the sinews of war into Central Europe in the form either of goods or credit. The contrivance of such schemes by cable or by wireless is obviously impossible, and the examination of the mails has in countless cases proved an insuperable obstacle to their success.

#### GERMAN PROPAGANDIST LITERATURE

For what follows here I am indebted to Mr. Harry Melvill, librarian of the Censorship, who was most generous in granting interviews and in placing at my disposal many of his own interesting memoranda.

Mr. Melvill has gathered, arranged and carefully studied some 2000 specimens of various kinds of German propagandist literature. In his unique library are single copies of every book, pamphlet and periodical of enemy origin detained by the censor since September 1, 1914. This material Mr. Melvill has divided into groups: philosophical, religious, educational and pure propaganda. But he has done much more than this in divining the motive behind the publication itself.

*Before the war* German propagandist literature for both commercial and religious purposes was sent out on a scale that no other country had ever attempted. Many private individuals and establishments of various sorts scattered all over the world had been receiving gratis—for months, sometimes even for years—German literature in one form or another. Therefore, upon the outbreak of the war, it was not an occasion for special surprise to them to receive the new propagandist literature. And just as for purposes of distribution of ordinary propaganda the Germans used the channels of commerce ready to hand which had been so long and so freely at the service of their commercial propaganda, so there is no doubt in Mr. Melvill's mind that religious congregations of various phases of thought had kept in the closest touch with those of the same persuasion in neutral countries with a view to the distribution of the so-called religious propaganda.

In a memorandum prepared several months ago, Mr. Melvill divided the objects of the German propaganda into the following five classes:

- (1) To draw attention to the perfection of German methods of organization.
- (2) To give an exaggerated impression of the successes achieved by Germany in the war.
- (3) To neutralize as far as possible the bad effects produced by earlier excesses.
- (4) By more subtle touches to indicate the growth of dissension among the Allies and modifications in the attitude of neutrals towards the ultimate result of the war.
- (5) To misrepresent, as far as possible, thru the distortion of past expressions of opinion by writers of the Allied Nations, and by the employment of renegades, to deal with such topics as the treatment of subject races by the Allies.

The first two objects were mainly served by the German war literature in general and the remaining three by propagandist literature.

#### THE PROPAGANDIST PRESS

The earliest steps in regard to propaganda proper were taken by the Press. The *Ueberseedienst [Transocean]* from the first utilized its large pecuniary resources, not only to obtain publication of its garbled war telegrams, Germanophile articles and frequently falsified photographs in a large number of neutral papers, but also to acquire entire control of several already existing and to launch new ones of their own. Notable among the latter are the *Germania* at Buenos Aires, and papers of the same name at Bogota, Guayaquil and San Paulo; the *Heraldo Aleman* at San Salvador and the *Eco Aleman* at Guatemala. In China, in association with the Ostasiatischer Lloyd, they founded *The War* and a Chinese edition of the *Deutsche Zeitung für China* at Shanghai and the *Umschau* and *Rundschau* at Bangkok. The *Kontinentale Korrespondenz* (in German, English, Spanish and Portuguese) designed to furnish the neutral press with ready made copy, was also their creation. Moreover, they themselves published various polyglot periodicals and leaflets which found a host of imitators, and without doubt many of these made their way to places which books and pamphlets could not reach.

Furthermore, the *Presse-Abteilung zur Beeinflussung der Neutralen* served a similar purpose and was more or less responsible for the publication of the *War Chronicle* in German, English, French, Spanish and Dutch, and for *De Tockomst* published in Holland in Dutch. This organization was solely responsible for the creation of a propagandist comic paper printed in Spanish and entitled *La Guasa internacional*. The *Hamburger Fremdenblatt*, with its "Welt im Bild" issued in twelve languages, and the *Hamburger Nachrichten*, with Spanish and Portuguese editions, were some of the first recruits, while the enrollment of the most disreputable of the latter belongs also to the initial stages of the campaign. There were also the British renegades and cosmopolitan hacks constituting the staff of the *Continental Times*, a sheet

purporting to be established for "Americans in Europe." The *Gazette des Ardennes*, tho belonging to a later period may be mentioned here, as the two are often classed together. Published in Charleville, it endeavors, by the insertion of lists of French prisoners in Germany, to obtain readers in the occupied portion of France, while the *Russki Vystnik*, published in Berlin, was produced for distribution among Russian prisoners of war and in occupied parts of Poland.

The mobilization of the whole German press, explained Mr. Melvill, was equally complete. Every newspaper, which hitherto had published general or special news, published practically nothing but war news. As an instance to which this policy had been carried out he cited the fact that the *Criminal Zeitung* continues to appear under its old title, but has replaced records of crime by the exploits of soldiers; that art journals substituted "Kriegsjahr" for the year of publication, and that the *Münchener Medizinische Wochenschrift* has extended the hospitality of its columns to a prose paraphrase of the Hymn of Hate. While it was not suggested that the mass of scientific, technical and medical journals published in Germany ceased to devote themselves to subjects of special interest to their readers, Mr. Melvill was convinced that they also served a propagandist purpose by being distributed in isolated numbers to show that "Continuous research and industrial development under, and in spite of war conditions" is to be taken as Germany's somewhat ponderous reply to the British slogan: "Business as usual."

#### GERMAN USE OF ENEMY LITERATURE

That the Germans in general, and those engaged in the preparation of propaganda in particular, have a fund of knowledge of the literature of their enemies, is indisputable. There is very little that the Allies have said against themselves or each other which has not found its way to the shelves in the Wilhelmstrasse. Carlyle and Herbert Spencer, files of the *Times* and *Punch* are all requisitioned. The censorship librarian suggested that the "England von Innen" number of the *Süddeutsche Monatshefte* might bear as a sub-title, dear to Germans: "See what they say of them-

selves." The corresponding "Frankreich von Innen" number represents what the Germans say of the French, although it is to be noted that the Germans recently have represented the French as the most humane and cultivated of their enemies. In this utilization of Allied material, there is of course much that is mutilated and distorted, but there is a growing tendency to publish without comment wherever possible. A good instance of this policy (and at the same time a nice literary touch in propaganda) is afforded by *De Engelsche Tierarchy*, a recent production of the Dutch Germanophile organ *De Toekomst*. Originally published at Amsterdam in 1781, it is now reprinted in the old type on an exact reproduction of the old paper and with the old engravings of supposed English pillage and oppression. The text is made up of conversations between a father and a son, recalling legendary grievances of the Dutch against the English and foreshadowing, almost verbatim, the comments on the British attitude toward small nations which are never out of the mouths of their enemies to-day.

As a pioneer of the propaganda proper in its relation to books and pamphlets, Mr. Melvill thinks that pride of place may be accorded to Houston Stewart Chamberlain, though his success as an evangelist has been in the inverse ratio to his prestige as a British-born apostle of German "Kultur."

Touching upon the endeavor to stimulate unrest in India, my informant said that the *Indische Gesellschaft*, hand in glove with the *Hindustan Ghadar* of San Francisco and the so-called Indian National Party, have produced a mass of literature, much of which claims to have been printed in England by presses which never existed. "British Rule in India condemned by the British themselves" is a patchwork of utterances by more or less distinguished Britishers, ranging from Lord Clive to Keir Hardie. It is prefaced by John Stuart Mill's pronouncement: "The Government of a people by itself has a meaning and a reality, but such a thing as government of one people by another does not and can not exist." Like the reprint of William Jennings Bryan's article with an almost similar

title, it has received the honor of translation into almost every known language and has found a sequel in "Why India is in revolt against British rule." This pamphlet purports to come from a mythical *Labor Press, Edinburgh*, but the very fact that the word *Labor* is spelled without a *u* shows it to be the product of an American press. Of the mass of other pamphlets in native languages, including Chinese, some are illustrated with photographs of the execution of Egyptian natives in connection with the Denshawi incident of some years ago.

#### INSTRUCTIONAL BOOKS

The Germans made special endeavors to distribute propaganda in instructional books because they rightly thought that such were allowed to pass. But Mr. Melvill believes that they never have realized the thorowness with which the censoring is conducted and doubtless have no idea that any book is ever read from cover to cover. The use of every kind of publication in Germany for furthering its cause has, however, made this extreme caution necessary. Attention was called to the September, 1916, number of a serious magazine like the *Deutsche Rundschau* containing an article on the martyrdom of Roger Casement, bound for export in a cover dated September, 1902, in the hope that the censor would dismiss it as pre-war literature. The record of Lieut. Pluschow's double exploit in escaping from Sing Tau by aeroplane and from Donington Hall by a neutral boat was bound up in a school-boy's ink-stained copy of another *Odyssey*, that of Homer, in the belief that instructional books were subjected to only the most cursory examination. Not content with this, grammars in Turkish and Portuguese, detained in the mails, have been found to have all their examples and exercises of a definitely propagandist character. As an instance of the former, the *Türkische Lesestücke*, by Dr. Hans Stumm (Leipzig, 1916) contains a letter from a Turkish soldier to his mother, extolling the German comrade-in-arms and vilifying the French and English opposition in the Dardanelles. A grammar in the Portuguese language imparts a glowing glorification of German trade enterprises in Brazil.

But perhaps the best example of German inventiveness on record in the library of the Censorship is an attempt to smuggle to a prisoner of war political information between the covers of a pocket edition of a humorous publication entitled *Stratenfegels* —one of a series of the Reclam's Universal-Bibliothek. An exceedingly innocent looking little collection of verse and tales in low German, the "inventor" of it doubtless thought that no mere censor could or would take the trouble to read through its 90 pages in order to discover that although page 48 continues quite properly over to page 49 and for five lines thereon, the sixth line begins a letter to "Dear Brother." This letter, containing information about the situation in Germany, occupies four pages, each one thus cleverly placed at intervals throughout the book. All well known names are disguised in the supposition that the little volume would at most be glanced at only hastily and thus the eye would not be attracted to them. For example, Bethman-Holweg becomes for purposes of evasion Manbeth-Wegholl.

The manifesto of the French Catholic bishops gave the first impetus to the extensive contributions of so-called religious propaganda which have figured so largely in the campaign, *Deutsche Kultur, Katholizismus und Welt Krieg* leading the way. Protestant as well as Catholic weekly and monthly letters sprang into existence and have since been extensively circulated, wrapped up in war literature, or vice versa. *Jesus und der Krieg* and *Die Bibel als Kriegsbuch* are the titles of two brochures and Mr. Melvill regards it as scarcely an exaggeration to say that the Germans have pressed every phase of religious belief into their service. An exception must be made for Christian Science, he adds, which, though originating in America, is considered by the Germans a purely British possession.

#### THE CENSORSHIP LIBRARY

The collection of propaganda proper in the possession of the War Office Postal Censorship is most varied and comprehensive. As respects German war literature in general, as distinct from propaganda proper, it was impressed upon the writer

that the former has been distributed by the same recipients as the latter. Ample confirmation is afforded by intercepted letters of the fact that such literature is looked upon as propaganda by the Germans themselves. All German war publications must therefore be regarded by the Censorship as propagandist. The amount of it sent through the mails clearly proves that it is designed to help the German cause. The ever-increasing mass of war literature has been promoted by means of translation to take its place in the propagandist ranks. *Die Kriegsgefangenen in Deutschland*, one of the Montanus Bücher series—uniform with similar publications dealing with German history, naval and military efficiency, and profusely illustrated—was naturally of great interest to the Germans who were entertaining within their gates so many strangers of various types and nationalities. It has been translated into Spanish and all the languages of the Allies, and has been one of the publications most widely distributed for propaganda purposes. The innumerable books dealing with every phase of the campaign, East and West, undoubtedly play their part, if only by their titles in a publisher's catalog, as showing how many places German troops have visited, tho their stay in some cases has not been very prolonged. The wholesale idealization of their heroes, undertaken in the first flush of their success, has been industriously continued. Countless details about the lives of Hindenburg and Mackensen, Weddigen and Immelmann, personal narratives of Captain Koenig, and commanders of other ships and submarines, the frequency with which the *Goeben* and the *Breslau*, the *Emden* and the *Dresden* figure on the backs of books, however trivial, all contribute to recall their exploits.

It is too early for the Censorship to estimate how completely the propagandist campaign has failed to justify the time, money and trouble lavished upon its prosecution. Even without Great Britain's interference with the mails, it would appear probable that no amount of variety could have prevented its very volume and insistence from defeating its own ends. As Mr. Melvill points out, its material has revealed a mine of knowledge, its methods are characterized

by much German efficiency, and certain of its manipulations have developed much quite un-German suppleness, but as regards the Wilhelmstrasse's main objectives, it has missed the mark.

#### DESTRUCTION OF THE CLOCK TOWER AT ANN ARBOR

THE two pictures which form the frontispiece of this issue show the passing of the old clock tower of the University of Michigan Library. This tower was over ninety feet high, and was one of two towers of equal dimensions forming part of the old library building, which is being torn down to make way for the new structure.

The method was the same as that used in felling chimneys. Small sections of the north wall of the tower were knocked out to a height of three feet, leaving piers between. The portions knocked out were filled up with heavy timbers one by one as the bricks were removed, so as to carry the weight of the tower. Piles of light wood and kindling were then placed around the timber and the whole thoroly soaked with kerosene and gasoline. The remaining piers of brick were then knocked out, leaving the timbers to carry the whole weight of the tower. A match was applied to the kindling at 6:45 a. m. on Saturday, July 14, and in exactly thirteen minutes the fire had made such progress in destroying the timbers that the tower began to lean, and a few seconds later, it had fallen completely. The pictures show very well that the south wall broke first, thus throwing back the entire upper portion of the structure. After the dust cloud had settled, it was seen that the weather vane was upright, practically directly beneath the position in which it formerly stood. It took the workmen some five days to clear away the débris of the tower, which was the last portion of the building to be removed.

A NOTE in the *Library World* for June says that the Camps Library has extended its work of supply to cover the Women's Army Auxiliary Corps, and will send its books to all hostels in France where the corps is at work. In each of these hostels will be a permanent library, and periodicals will be despatched monthly.

### SPECIAL COMMITTEE ON GERMAN IMPORTATIONS MAKES REPORT

THIS special committee was formed by the Executive Board early last November in order to facilitate proper German importations for our libraries. The effect of the British Orders-in-Council of March, 1915, establishing blockade of the German coast, had been to stop shipment of books therefrom, as of other commodities. But in season there had been promulgated an arrangement, whereby, thru exception, upon certification by the Librarian of Congress, American "universities, colleges and public bodies" might continue to receive from Germany publications, "philosophical, scientific, technical or educational," in character. The arrangement, however, was hardly on its feet before it stumbled over serious difficulties and fell practically useless. At this point the committee began its prescribed work of co-operation with the Librarian of Congress in an effort to clear the road.

The committee proceeded to Washington and conferred at length with Dr. Putnam, who put generous facilities at their disposal, including transcripts of the documents in his possession; consulted with the Foreign Trade Adviser of the Department of State, and, under his conduct, were courteously received by the Trade Adviser of the British Embassy. The committee subsequently repaired to New York, and, after interviewing importing agencies, prepared and forwarded to the Department of State for presentation to the British authorities a detailed memorandum. This document outlined the difficulties and offered remedies. It strove in particular to set forth the inadequacy of the permit system, as conceived, to cover back orders, exchange and serials, since lists in application could not be made to correspond to shipments, and orders could not be filled within the limits of time prescribed. Their suggestion was that an approved title stand approved till fully supplied; that accumulations at Rotterdam and London be released after simple inspection; that, under proper safeguards of control, the usual machinery of book agencies be employed, especially for serials and most especially those of 1917.

The committee then sought out support both here and abroad—inspiring action by the Association of American Universities in annual session, and appealing to Sir William Osler, regius professor of medicine at Oxford and long resident in America, and to Mr. John Y. W. Macalister, his associate in the British Society of Medicine, and president of the Library Association. Our program was not only wholly endorsed and energetically forwarded by them time and time again, but Mr. Macalister had in advance of our appeal taken up the cudgels in our behalf on his own initiative, joined by Ambassador Page, tho the latter's action fell outside official requirement. The American Library Association stands indebted to Mr. Macalister for his well directed efforts in our behalf. He wrote a particularly strong letter to Mr. Balfour, as the latter sailed for America, and such solution as we have here to report to-day is doubtless due in no small measure to that timely communication.

In the meantime Dr. Putnam came forward with a proposal that as he was to dispatch a prominent member of his staff to London, and if occasion offered, to Rotterdam, he might press the case on the spot, especially as regards release of material in detention. The four libraries presided over by the members of the committee were also glad to commit funds to his hands for special service thought possible. And so, for nearly six months Theodore Wesley Koch, chief of the order division of the library of Congress, has been in London, with an assistant, conferring, as time from his regular duties permitted, with authorities, corresponding with The Hague, examining records and parcels in London and reporting fully to Washington.

The first answer of the Foreign Office handed Ambassador Page, Dec. 23d, tho, for some unexplained reason, not reaching the Department of State until April, was a proposal that H. M. Stationery Office place German orders in behalf of the London agents of American institutions, nothing being said about release of material detained.

The case repeatedly stated by all of us at work on it, especially in regard to material at Rotterdam and in London, took on a new

phase, of course, with our entry into the war. This the British Embassy recognized. So that upon a spirited appeal for clearance, addressed to Mr. Balfour by Mr. Macalister within a week after our declaration of a state of war, and delivered in Washington, coupled with a covering note to the Embassy by Dr. Putnam urging action in advance of this Conference, this committee is happy to report the following paragraphs from a communication of June 5 from the British Embassy to Marion Letcher, acting foreign trade adviser of the Department of State:

I have now received telegraphic advice from them [*i. e.*, the Foreign Office] to the effect that His Majesty's Government agree to the termination of the existing arrangement under which the exportation of books of enemy origin has been authorized from Holland to the United States of America, and in order to satisfactorily close the business they are prepared to adopt the suggestion put forward by Dr. Putnam, *viz.*, to grant a permit for the shipment from Rotterdam to the United States of America direct of the 115 cases books and 14 bales periodicals which are reported to be lying in Rotterdam.

His Majesty's Government will be glad if the Librarian of Congress will be good enough to arrange for the examination of the books and periodicals as suggested by him, and, in the interests of both Governments, see that all undesirable matter is eliminated. In the event of his being prepared to undertake this work the goods can be consigned direct to him.

The material at Rotterdam is, therefore, being cleared, some having been received, and other possibly en route, tho vessels leaving Holland with cargo are infrequent. The proper and expected reversal of attitude regarding post packets detained in London is not yet secured, tho inspection of individual parcels appears to be going forward and many released.

Save to press further on this point, the committee must now mark time till the pending Trading with the Enemy Act is disposed of by Congress. While, under its terms as now drawn, trading is forbidden, yet power of license is left in the hands of the Department of Commerce. If such provision remain, it would then be the duty of the committee to work out in conference provision for such limited operation under it as should seem expedient for it to recommend.

So much for orders. A word about exchanges. Late in 1916 the Bureau of International Exchanges of the Smithsonian Institution succeeded in effecting a re-establishment of relations with the Central Powers. Four shipments were made, and as many, totaling 65 cases, received. The last of these, numbering 15 cases, is now in Washington ready for distribution within a few days. The bureau's opinion is that this about disposes of accumulations down to the opening of the war, in 1914. Since our entry into the conflict, it expects no further shipments, during its course, to or from enemy countries. Furthermore, it is now circularizing correspondents to the effect that further limitation of export is now necessary, seventeen countries at present being barred, Great Britain, and in consequence, India, together with Norway, Sweden, Denmark and Holland, constituting the new additions—all owing to the necessity of devoting available tonnage to more necessary commodities. While the British Government has prohibited the importation into the United Kingdom of books in bulk, it does not exclude books imported in single copies thru the post.

In conclusion, the committee desire to acknowledge the courteous reception accorded their representations at the British Embassy and to recommend (1) its own continuance, since it will doubtless have work to do as long as the war lasts, and after; (2) the conveyance of the association's appreciation of the gracious and efficient co-operation given by Sir William Osler and the President of the Library Association, Mr. J. Y. W. Macalister.

FRANK P. HILL, *Chairman*,  
E. H. ANDERSON  
C. W. ANDREWS  
M. L. RANEY, *Secretary*.

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At the recent Rotary convention at Atlanta a Rotary Handbook on Civics was distributed. It contains a chapter on the Rotarian's duty towards his public library which says "Fifty cents per capita per year in taxes is not too much for public library expenditures."

## LIBRARY WAR SERVICE

A MEETING of the finance committee of the A. L. A. War Service Committee was held in the New York Public Library July 23 to discuss the best method of raising the necessary funds to establish the camp libraries which the A. L. A., at the express request of the War Department's Commission on Training Camp Activities, had pledged itself to install in the thirty-two new camps and cantonments to be opened early in the fall.

### PLANS FOR MILLION-DOLLAR CAMPAIGN

It was decided by this committee (of which Dr. Frank P. Hill of the Brooklyn Public Library is chairman, the other members being Max Henius, president of the Chicago Public Library board, David A. Boody, president of the Brooklyn Library board, and William H. Brett, librarian of the Cleveland Public Library), that a fund of at least a million dollars must be raised for the first year's work. A tentative plan of action was drafted which was subsequently submitted to a group of librarians from nearby states, meeting in Atlantic City, and was enthusiastically endorsed. It was at first estimated that \$30,000 would be needed to defray the cost of conducting the campaign, but after more careful consideration it was considered advisable to increase this sum to \$50,000.

The Dollar-a-Month Club, started at Louisville, is bringing in only about \$500 a month, and in order to make sure that the work of starting the campaign might suffer no delay from lack of funds, invitations were at once sent to about forty libraries and a few individuals, asking each to underwrite \$1000, this amount to be returned as soon as the subscriptions are received. This opportunity for service was regarded as an honor by most of those receiving the request, and the amount was immediately and enthusiastically oversubscribed.

With this encouragement, another meeting of the finance committee was called at the national headquarters in the Public Library at Washington, D. C., on Aug. 14. This was immediately followed by a general gathering of librarians and trustees from twenty states in different sections of

the country, who met to discuss the finance committee's plan.

The week beginning Sept. 24 was set for the date when the final drive should be made, tho as many contributions of book units (a book unit being a dollar) should be secured before that date as possible.

### DETAILS OF THE PLAN

Briefly, the plan prepared by the committee is somewhat as follows: Under the supervision of a national campaign director, the whole country is divided into twelve districts, each under a field director, with whom is associated a prominent librarian as divisional director. In the component states of each district the state organizations (association or commission or both together) will see that each city and town is organized for action, and will give such assistance as the local librarian may need to perfect the details of the plan in each community. The trustees of the local library, with ten other prominent men and women, will be asked to serve as a local war council. This council will direct the campaign in the city or town, appoint such officers as may be necessary, and be accountable to the library war finance committee at Washington for all funds collected. The librarian of the public library in each community will be asked to act as local campaign director.

### LIBRARY WAR COUNCIL APPOINTED

To give added prestige to the establishment of these camp libraries, the Secretary of War has appointed a Library War Council whose members are well-known business and professional men of national standing. Every man so appointed has consented to serve on this War Council, and the roster at present includes Frank A. Vanderlip of the National City Bank of New York; Theodore N. Vail of the American Telephone and Telegraph Company; Dr. P. P. Claxton, Commissioner of Education; J. Randolph Coolidge, Jr., of Boston, trustee of the Boston Athenaeum and former president of the Massachusetts Library Club; Dr. John H. Finley, commissioner of education, New York State; Asa G. Candler, Georgia capitalist; Mrs.

Josiah E. Cowles, president, Federation of Women's Clubs, of California; James A. Flaherty, of Pennsylvania, representing the Knights of Columbus; E. P. Stotesbury, the Philadelphia capitalist, and Harry A. Wheeler, of Chicago.

As national field director in conducting the campaign for funds, the association has been fortunate enough to secure the services of Harold Braddock, who was prominent in the recent Red Cross campaign, and who has been released by the Red Cross for eight weeks to organize the library undertaking. With him will be associated twelve field directors, also released by the Red Cross, and all experienced in campaign work. The division of the country and the organization of the work are shown in the following table:

A complete list of prospective contributors and workers who will be ready to assist in the campaign is being prepared. The president of the War Council will appoint ten key men and women from this list. Each of this group of ten will act as chairman of a conference of ten other men and women, to be held at their respective homes on Thursday, Sept. 20. Each one in attendance at those conferences will contribute one dollar or more for the Soldiers' Book Fund, and agree to secure, if needed, ten additional workers, or, at least, ten contributions of one dollar or more for the fund. It is estimated that in cities with a population of 20,000, a hundred workers will be needed, and in larger cities the same ratio of one hundred workers for each additional 20,000 should obtain.

FIELD DIRECTOR	DIVISIONAL DIRECTOR	TERRITORY	DIVISIONAL HEADQUARTERS
A. A. Protzman	Chas. F. D. Belden	New England	Public Library, Boston, Mass.
J. A. McArt S. M. Bard	J. I. Wyer, Jr.	New York New Jersey	Public Library, New York City
A. F. Hoff Sommer	E. H. Anderson	Greater New York	Public Library, New York City.
E. B. Ehler	N. D. C. Hodges	Ohio, Indiana, West Virginia, Kentucky, Tennessee.	Public Library, Cincinnati, Ohio.
W. T. Perkins	Mary Eileen Ahern	Illinois, Michigan, Wisconsin	Public Library, Chicago, Ill.
Mrs. E. R. Currier	T. L. Montgomery	Pennsylvania, Maryland, Delaware, Dist. of Col., Virginia, N. C., S. C.	State Library, Harrisburg, Pa.
Miss A. B. Coushaine	Gratia A. Countryman	Minnesota, Iowa, N. Dakota, S. Dakota, Nebraska	Public Library, Minneapolis, Minn.
Frank T. Resler	T. M. Owen	North Carolina, S. Carolina, Georgia, Florida, Alabama, Mississippi, Louisiana	Montgomery, Ala.
D. Burr Jones	Purd B. Wright	Missouri, Kansas, Oklahoma, Arkansas, Texas	Public Library, Kansas City, Mo.
H. G. Hoak	Judson T. Jennings	Montana, Wyoming, Idaho, Washington, Oregon	Public Library, Seattle, Wash.
Bert Wells	Milton J. Ferguson Chalmers Hadley	New Mexico, Utah, Nevada, California, Colorado, Arizona	Public Library, Denver, Colo.

If the amount collected stops at a million, the amount to be raised by each individual community will be small. Each city or town will be asked to contribute a sum equal to five per cent of its population. This means that in a city of ten thousand inhabitants five hundred dollars must be raised; in cities of one hundred thousand, five thousand dollars. Many an individual might easily contribute the full sum required of his community, but if the librarians and their friends work as they should, many times the sum asked for will be raised—and will be well used.

#### TENTATIVE BUDGET

It is estimated that one dollar will buy a book and keep it working for a year, and after deducting the necessary sums for buildings and for running expenses, there should be left a sufficient sum to put 500,000 books into active service. Since the A. L. A., thru the courtesy of the publishers, can purchase books much more cheaply than any individual, the request for money rather than books is being emphasized in this particular campaign, tho no offer of suitable reading matter should be discouraged.

It seems doubtful if enough volunteer librarians (who must be men, under the ruling of the War Department), can be secured for the camp libraries, and if each camp has two men besides a janitor assigned to a library, the salary budget alone, at \$75 a month, will amount to \$86,400, and this takes no accounting of the workers outside the camps proper. The possible necessity of hiring storage space for collecting and sorting books in the divisional headquarters cities, salaries for workers, publicity, traveling expenses, printing, express charges, etc., all combine even in a very modest estimate of expense to make an annual budget of \$128,700 for administration purposes.

#### PLANS FOR BUILDINGS

The plans for the library buildings have been given to the association by Edward L. Tilton, a New York architect who has designed many library buildings in different parts of the country. They are one-story frame buildings, with clerestory, 40 x 120 feet, and will have accommodations for

eight or ten thousand books, newspapers, and magazines, and living quarters for the staff. Each is expected to cost about \$10,000.

These buildings will house the "central" or "main" library of each camp. There will also be as many as 250 deposit stations or traveling libraries in some of these camps. To do this the social and welfare agencies maintained by the Y. M. C. A., the Knights of Columbus, and other similar organizations, the company barracks, the officers' clubs, etc., will be utilized as branches and distributing stations. In other words, in each camp there will be a library headquarters, with books and periodicals for reading-room use, and books for home circulation, and a system of distributing agencies, affording altogether to the soldiers the kind of service that a first-class city public library renders to its constituency.

#### DIRECTOR APPOINTED

Matthew S. Dudgeon, secretary of the Wisconsin Library Commission, has been appointed director of camp libraries, and having been released by the Governor of Wisconsin and the commission from his regular duties, has already taken up the work.

#### CLASSES OF BOOKS DESIRED

Books of fiction and drama will be wanted most, books of adventure, sea stories, detective stories, historical novels, and collections of short stories, especially humorous ones. Foreign language study books, especially French grammars and dictionaries, are much needed—possibly more than any other non-fiction books; also books of travel, biography and history, especially lives of heroes and travels in the countries at war; technical books on aviation, wireless telegraphy, submarines, automobiles, signaling, first-aid and hygiene, drawing and lettering, and ethical books on patriotism, courage, good citizenship, with simple non-sectarian devotional books. Books for the uneducated, as well as boys' books for the "mess boys" and others employed about the camps, are needed. Some of the men have not reading habits. All grades of men must be helped by these libraries,

and some books must be included which are not over their heads.

#### STATE AGENCIES FOR MATERIAL

The committee on organization (Miss Countryman and Mr. Dudgeon) has furnished the following list of state agencies who should be notified when the books and magazines donated have been sorted, roughly classified, and made ready for shipment.

- Alabama, Thomas M. Owen, Division of Library Extension, Montgomery.
- Arkansas, Gov. Charles H. Brough, State Univ., Fayetteville.
- Arizona, Estelle Lutrell, Univ. of Ariz. Lib., Tucson.
- California, M. J. Ferguson, State Library, Sacramento.
- Colorado, Charlotte A. Baker, Sec. State Lib. Comm., Fort Collins.
- Connecticut, Caroline M. Hewins, Sec. Free Lib. Committee, Hartford.
- Delaware, Thomas W. Wilson, Sec. Free Lib. Comm., Dover.
- Florida, Lloyd W. Josselyn, Public Library, Jacksonville.
- Georgia, Susie Lee Crumley, Carnegie Lib., Atlanta.
- Idaho, Margaret Roberts, Sec. State Lib. Comm., Boise.
- Illinois, Anna May Price, Sec. Lib. Extension Comm., Springfield.
- Indiana, Henry N. Sanborn, Sec. Pub. Lib. Comm., Indianapolis.
- Iowa, Julia A. Robinson, Sec. Library Comm., Des Moines.
- Kansas, Mrs. Adrian Greene, Sec. Trav. Libs. Comm., Topeka.
- Kentucky, Fannie C. Rawson, Sec. Lib. Comm., Frankfort.
- Louisiana, Henry M. Gill, Public Library, New Orleans.
- Maine, Henry E. Dunnack, State Library, Augusta.
- Maryland, B. C. Steiner, Enoch Pratt Free Lib., Baltimore.
- Massachusetts, C. F. Belden, Public Lib., Boston.
- Michigan, Mrs. M. C. Spencer, State Library, Lansing.
- Minnesota, Clara F. Baldwin, Sec. Pub. Lib. Comm., St. Paul.
- Missouri, Elizabeth B. Wales, Sec. Lib. Comm., Jefferson City.
- Mississippi, Whitman Davis, Agric. Coll. Lib., Agric. Coll.
- Montana, M. Gertrude Buckhous, Univ. Mont. Lib., Missoula.
- Nebraska, Charlotte Templeton, Sec. Pub. Lib. Comm., Lincoln.
- New Hampshire, A. H. Chase, State Library, Concord.
- New Jersey, Sarah B. Askew, Pub. Lib. Comm., Trenton.
- New Mexico, Myrtle M. Cole, Pub. Lib., Raton.
- New York, W. R. Watson, State Library, Albany.
- Nevada, Joseph D. Layman, Univ. of Nev. Lib., Reno.
- North Carolina, Minnie W. Leatherman, Sec. Lib. Comm., Raleigh.
- North Dakota, Mrs. Minnie C. Budlong, Sec. State Comm., Bismarck.
- Ohio, C. B. Galbreath, State Library, Columbus.
- Oklahoma, Mrs. J. A. Thompson, Lib'n, High Sch., Chickasha.
- Oregon, Cornelia Marvin, State Librarian, Salem.
- Pennsylvania, R. P. Bliss, Asst. Sec. Free Lib. Comm., Harrisburg.
- Rhode Island, Walter E. Ranger, State House, Providence.
- South Dakota, Lois A. Spencer, Free Lib. Comm., Pierre.
- South Carolina, Robert M. Kennedy, Univ. Lib., Columbia.
- Tennessee, Mrs. Pearl W. Kelley, State Capitol, Nashville.
- Texas, C. Klaerner, State Library, Austin.
- Utah, Mary E. Downey, Lib. Sec., Salt Lake City.
- Vermont, Rebecca W. Wright, Free Lib. Comm., Montpelier.
- Washington, J. M. Hitt, Sec. State Lib. Comm., Olympia.
- Virginia, H. R. McIlwaine, State Librarian, Richmond.
- Wisconsin, M. S. Dudgeon, State Capitol, Madison.
- Wyoming, Francis Davis, State Library, Cheyenne.

#### CO-OPERATION WITH OTHER ORGANIZATIONS

It must be emphasized that the American Library Association is doing its war service work with the knowledge, approval and desire of the Red Cross and the Y. M. C. A., who cordially agree to turn over the job of organizing and administering libraries to the persons most familiar with them. The Red Cross sends books to hospitals, and the Y. M. C. A., to whom books for the front are sent, has requested all its secretaries in camps to co-operate with the A. L. A. The Collegiate Periodical League (Miss J. M. Francis, secretary), The Wyoming, Washington, D. C., is trying to send magazines not more than ten days old to camps already established. It cannot be too strongly emphasized that such magazines are much more welcome than back numbers.

If other local organizations have already sent out an appeal for books, co-operation should be the watchword, and the libraries should make every effort to work with such organizations. The librarian should explain that the A. L. A. is doing a *national* work, and try to associate local efforts with it. The library should be the local leader and central station for this work. Absolutely every suitable book obtainable will be needed. In some states all the books collected will be used in the state, while in others they will be shipped to the camps which need them most.

#### WORK OF FORWARDING BEGINS

In response to an urgent request for reading matter from the first contingents who went over to France, the Y. M. C. A. and the A. L. A., late in July, published a joint appeal for reading matter in the New York papers. Response was immediate and generous, and large numbers of books and magazines have been left at branches in New York and Brooklyn for the soldiers' use. The Brooklyn *Eagle* has given the use of one of its automobile trucks to collect the material from the Brooklyn branches and transfer it to the main building of the New York Public Library for sorting and packing. This work, organized by Raymond L. Walkley of the Minneapolis Public Library, is now under charge of James L. Hodgson of the New York State Library.

Already thirty-three cases have been sent overseas, three have been put on board a transport, seven have been sent to the Canal Zone, and twenty-six have been shipped to temporary camps on Long Island. In general books and magazines are packed in separate cases, with distinguishing marks on the outside. Papers and magazines unsuited for forwarding, are put aside for scrapbook material. A few games have been sent in, and are acceptable, and there is a growing demand for good music, both vocal and instrumental. The army recruiting stations have agreed to display posters advertising the work and to act as receiving stations for books and magazines, which will be

gathered up later by the library trucks. Some interesting books have been turned in. For instance, there is a first edition of Dickens' "Bleak House"; an autographed copy of one of Mary Johnston's early novels; and an unexpurgated edition of the "Arabian Nights" in several volumes. Some of these will be sold and the money used to buy fresh copies of books for which there is greater demand. English-French grammars and dictionaries are being forwarded to the other side, while texts are being kept for use in the camps here. At present the work is being done in the library building, but later, as more space is needed, it may be necessary to secure quarters outside.

#### NEW YORK CITY MEETING

On August 28, Frank A. Vanderlip, chairman of the National Library War Council, invited the public library trustees of Greater New York to meet in the Public Library and organize their forces to secure New York's share of the million dollar campaign. About twenty-five trustees were present, and they were addressed by Dr. Finley, State Commissioner of Education; Mr. Wyer, J. L. Clarkson, of the Y. M. C. A., and A. F. Hoffsommer, field director for Greater New York. The city's share in the fund to be raised is set for \$250,000.

Resolutions were adopted endorsing the campaign and pledging the trustees' support, and the chairman, Mr. Vanderlip, appointed the following committee on organization: William W. Appleton, New York; Theodore L. Frothingham, Brooklyn; George W. Pople, Queens. This committee will suggest the names for a Greater New York War Council, on which the Boroughs of Manhattan and Brooklyn will each be represented by five members, Queens and the Bronx by four, and Richmond by two. A large number of workers will be asked to give one or two days in the final drive, at least 500 squads of ten being desired. Conferences of the librarians of both public and special libraries are being arranged, and each librarian is expected to secure the co-operation of local citizens.

#### VOLUNTEER SERVICE PLEDGE

To help the War Service Committee to a knowledge of the man (and woman)

power it has as a reserve to draw upon, the following pledge was printed in the first issue of the *War Library Bulletin*, with the request that each librarian fill it out and forward it immediately to state commission or the War Service Committee:

....., 1917.

I expect to be able to render War Library Service as indicated by my answers to the following questions:

Have you collected or will you collect books and recent periodicals from the people of your community?

Will you render service in sorting and shipping them to State or regional library?

Will you give service at State or regional library or elsewhere, in sorting, labeling, classifying, and cataloging the books?

Could you do this for traveling expenses only?

For how long?

If not, what salary would you require from the A. L. A. War Service Committee?

(The next question is for men only, as the War Department rules the women out of camp libraries.)

Could you give personal service in a Camp Library for traveling expenses only?

For how long?

If not, what salary would you expect of the A. L. A. War Service Committee?

Signature .....

Position .....

Library .....

City .....

If assistant, get librarian's signature of approval here.

#### WORK OF OTHER COMMITTEES

The food information committee is sending out a special appeal to all libraries, containing suggestions as to ways of co-operating in the work; is preparing selected lists of books and pamphlets on various phases of agricultural production and the conservation and preparation of food; and is endeavoring to interest government and state agencies in increasing the distribution of their publications on these subjects to public libraries.

A library poster of special interest in connection with the use of food in the home is being prepared in co-operation with the Office of the Food Administrator, and some of the lists prepared by the committee may also be published by this office.

In accordance with a co-operative arrangement with the committee on federal documents, the new U. S. Department of Agriculture publications bearing especially on the food campaign will be included in the list of documents to be issued by that committee.

In view of the plans for Camp Library Week during September, the War Service Library Week, originally planned by the publicity committee for the same month, has been deferred, and will probably not be held until November or December.

The committee appointed to publish a Library War Manual has decided, after consideration, that it might render better service by the publication of a bulletin at more frequent intervals. Accordingly in August the first number of the *War Library Bulletin* was brought out, and this will be published monthly from headquarters at the Washington Public Library.

The committee on federal publications of interest to libraries during the present crisis has in preparation a brief list of the more important documents issued by the United States Government which should be in the possession of every public library at the present time. The list will endeavor to state how the publication may be obtained, and whether additional copies are available for distribution to the public. For the present it will include the publications issued by the Department of Agriculture.

#### WORK OF INDIVIDUAL LIBRARIES

A War Service Department has been created in the Birmingham (Ala.) Public Library, housed in the main lobby. Books, pamphlets and clippings that bear directly on the war or war work have been brought together in this department. On the bulletin board are maps showing the battle lines, a map showing the cantonment sites, officers' training camps, aerial training camps and various other points interesting from a military standpoint; also pictures and announcements of various sorts. The spaces on the walls are filled with recruiting, Red Cross and agricultural posters.

Boston Public Library is on the alert in keeping its lists of books on special topics up to date by second editions. The selected list of books on national defense and kindred subjects, issued on April 12, was reissued with additions on May 19; and a selected list of books on domestic production and conservation of food, came out in a second enlarged edition on July 19, in connection with an excellent food conservation exhibit held that week. Other exhibits have covered the history of the American army and navy, the relation of French subjects to American history, and a collection of war posters. The latest library activity growing out of the times is the course in conversational French provided, in co-operation with the department of university extension of the state, for enlisted men in the service of the United States. The course opened Friday evening, July 27. It consists of 20 lessons, given at the nominal fee of \$1. Teachers are supplied by the state.

The following pledge card, printed in red, white and blue, has been used in Denver to enlist the children's interest in the food conservation campaign:

(Flag) THE NO-WASTE PLEDGE OF  
THE LOYAL AMERICAN CHILD

I will avoid all waste, to this I truly swear;  
I will be careful of my clothes and everything  
I wear.

No foolish pennies will I spend, but save that  
I may give  
To those less fortunate than I, who find it  
hard to live.

And what I take upon my plate, I'll eat up  
every bit;  
Nor make complaint because I am not very  
fond of it.

And dishes new I'll learn to eat, as far as I  
am able,  
But one thing I will never be—that's "finicky  
at table."

This pledge I take because I am  
A soldier true of Uncle Sam.

.....  
Written by Mary Bannister Willard  
Copyright 1917 National League for Women's  
Service, Denver Branch

The District of Columbia Public Library now has slides begging books in use in 46 moving picture theaters of Washington. The text of the slide is as follows:

LET YOUR IDLE BOOKS WORK  
HELP OUR SOLDIERS  
SEND ALL YOU CAN SPARE  
AT ONCE TO { PUBLIC LIBRARY  
8TH AND K STS.  
FOR THE ARMY CAMPS AND FRONT

The bookplate used by the District of Columbia Red Cross in the books collected and sent to the library may offer a suggestion to other places. The plate is printed in red, and under its red cross the inscription reads:

PRESENTED BY THE  
DISTRICT OF COLUMBIA CHAPTER  
AMERICAN RED CROSS  
TO THE  
AMERICAN LIBRARY ASSOCIATION  
THROUGH THE WASHINGTON PUBLIC LIBRARY  
FOR THE ARMY AND NAVY

In Boise, Idaho, entertainments have been regularly held in the library auditorium, to which special invitations have been sent to members of the regiments quartered near. Short miscellaneous programs of music, story telling, brief addresses, club-swinging, chalk talks, etc., have been followed by dancing, and the Thursday meetings of the "Lonesome Club" have done much to dispel their lonesomeness.

In Quincy, Mass., a group of children have been meeting regularly in the children's room to make hospital scrapbooks. In Dayton, Ohio, volunteers have been working in the library binding up short stories and sketches into pamphlets of convenient size. The aim is to get something that is different from books—something light that a man in a hospital can hold up and look at without extended mental effort. These books, filled with jokes and take-offs, comics, and a bit of sentiment—not referring to home or Christmas or anything like that, or anything "blue"—together with a personal greeting from the scrapbook maker, will do wonders for the men to while away the hours and to make life more pleasant for them. Foreign magazines won't do. The men must have American jokes.

## SCHOOL WORK OF THE PUBLIC LIBRARY OF THE DISTRICT OF COLUMBIA

THE following are some of the problems with which the Public Library of the District of Columbia has had to cope in its development:

1. An area 70 miles in extent to cover.
2. One central building to supply the people of this territory. (Since the school work was started one branch has been opened.)
3. A small staff.
4. A limited book supply.
5. A poor prospect for greatly increased facilities because of local conditions which are peculiar to the District of Columbia.

These conditions made the problem of reaching the children of the District especially difficult. The schools, being already located in places accessible to each child, were decided upon as the most logical distribution points and in 1907 the work with schools was begun. This gradually developed until in the past school year the circulation of books in the grade schools was somewhat more than a fifth of the total library circulation.

It was soon realized that getting the books into the schools was the merest beginning; that to make the books go to their utmost capacity, the teacher must be more than interested and willing to have them—she must be enthusiastic. Very close personal work with the teachers therefore was taken as the basis of the plans for development. While in the first two years every school was visited and the teachers approached in this way, most of the effort to interest the school people personally has been thru those teachers who have come to the library where the librarians have tried to play the part of hostesses entertaining valued guests. Seeing the way the work was carried on at the library and glimpses of the books themselves have won many teachers who had not before been interested.

At first books were offered to teachers in outlying schools that the children far-

thest from the library might be reached first. Gradually, as these first teachers who had become enthusiastic were transferred to other schools, other teachers asked if their classes might have books; children also, grown accustomed to the books, acted as missionaries with their new teachers and clamored for a "box of library books." This contagion spread until in the last school year books were sent to some teachers in every white school except one, in all except fourteen colored schools, and in three parochial schools, 115 grade schools in all being served.

It was thought at first that supplying books to nearby schools would diminish the demand in the central children's room, but quite the contrary has proved the case. Many teachers in neighboring schools wishing to interest in reading their children who had not developed the library habit, asked to be allowed to have sets of books in their class rooms; thus the teachers' influence has accomplished work the library could not get at the children to do. This great potential force of the teacher's influence on children's reading should give the schools and the libraries pause for thought, since so far comparatively little advantage has been taken of it.

While work is being done with the city's two normal and seven high schools, to each of which two deliveries weekly are made, most of the attention of the school division is directed toward the grade school work which, by its rapid growth, has pushed out personal work with the upper schools.

The present method of handling the work has been worked out with three things in mind: (1) Giving the teacher what she wants when she wants it. (2) Giving the pupil books which he will like or which he should read. (3) Making each book do as much work as possible during the school year.

To give the teacher what she wants at the time she wants it and to make the books go as far as possible, sets are sent out for a two months period. As each school semester is divided into two history subjects, this roughly divides the year into four history periods. Since each history period lasts about two months, material can

be sent on the subject being studied, or about to be studied, and brought back to be used elsewhere when the subject is completed. These two months loans economize the book supply as they supply material when needed and keep fresh material in the class room. They also make for a close economy in staff as after the first collection has been returned the work is equally distributed thruout the year. The sets are collected from the schools on Mondays and Tuesdays and deliveries made Wednesdays, Thursdays and Fridays of each week; the sets delivered the last three days of the week being made up largely of the books collected on the first two days. Thus few books remain on the shelves. Saturdays are used for notices, correspondence, routine work generally. That the 13,000 volumes in the school collection in 1916-17 were circulated 186,619 times is without doubt mainly due to the superior type of teachers in the schools of the District. These teachers come mainly from cultured families, have a natural love of books and a realization of their prime importance in the child's life, and they have greatly simplified the work with schools in the District.

While it is realized that each library has problems peculiar to itself and must work them out in the way best suited to local conditions, it is hoped that the following methods of work may prove of some interest to those actually engaged in school work.

#### AIDS IN WORK

##### 1. "Course of study" lists

"Course of study" lists, one for each school semester, were made from the subject headings in the school syllabus. All books in the collection which treated of these subjects either wholly or in part were listed. These lists are posted on the bulletin board in the work stacks of the school division and are also made up into small books, one for each grade semester, which members of the staff use in making up sets. Making these lists occupied all the spare time of the staff for one year when no other extra work was undertaken, but this work has more than justified itself. The completed lists are forty-three typewritten pages in length. A sample list is given below:

#### GRADE 4B

##### HISTORY

###### *Greek*

Andrews	Ten boys.
Baldwin	Fifty famous stories retold.
Baldwin	Golden fleece.
Baldwin	Old Greek stories.
	Etc.

###### *Roman*

Andrews	Ten boys.
Baldwin	Fifty famous stories retold.
Baldwin	Thirty more famous stories retold.
Church	Aeneid for boys and girls.
	Etc.

##### *Heroes and Heroines of later times*

Stories of Polar explorations (Amundsen, Scott, Peary, etc.)	List of books
Stories of modern invention (Bell, Marconi, Edison, etc.)	List of books
Stories of work for betterment of mankind (Florence Nightingale, Clara Barton, American Red Cross, etc.)	List of books

##### GEOGRAPHY

###### *Industries*

List of books

###### *Travel and transportation*

List of books

###### *World as a whole*

List of books

##### ENGLISH

List of books

##### 2. Catalog

A graded, annotated, classified catalog of the books in the school collection is printed every three years with a printed supplement yearly. These are sent to each teacher from the third to the eighth grade.

##### 3. Reference collection

One copy of each of the books in the collection is kept in the office of the Supervisor of work with schools. This is used by teachers and parents constantly and is found useful in furnishing clean copies for various exhibition purposes.

##### 4. Card catalog

A card catalog of the collection was made by cutting up printed catalogs, and when new books are ordered a card is made giving author, title, annotation and grade. To these cards are added publisher, price and edition, data which is invaluable in the book ordering for the year. Since the collection is constantly being revised this card form makes it more readily available for the printing of the catalog.

**5. Duplicate blue cards**

One white book card for department records and four blue cards for circulation records at the schools are multigraphed for each book when received by the catalog department. The extra blue cards are filed in a case near the work table and are used thruout the winter as the first cards are used up.

**METHOD OF HANDLING WORK—DELIVERY**

1. Orders are received by mail, phone, personal visit of teacher or are returned on an order blank which was sent out with the previous set of books.

2. Each set is made up as an individual problem, taking into consideration the teacher's requests and the reading ability of the class as indicated by teacher, neighborhood, etc. Many teachers specify the subjects desired or ask for books for particular children but in the main they leave the selection to the library. In each set are sent some history books, some travel, and one or more of the books recommended in the English work for the grade; to these are added nature books, poetry, books on occupations and fiction. In sets for grades 3 and 4 about one quarter fiction is sent; for grades 5 and 6 about an equal amount of fiction and non-fiction; for grades 7 and 8 about three quarters fiction and one quarter non-fiction.

3. A typewritten list of the books sent to each teacher is made. As many teachers have four sets yearly these lists were found necessary to prevent duplication when subsequent sets are being made up. This listing is onerous but it is done mainly by training class students assigned to the department.

4. One book is sent for each child in the room.

5. Blue book cards and white ones are used for each book. Blue cards for every book in a set are tied together and sent to each teacher for records, while the white cards are kept at the library.

6. A wooden box was used in the early days of the work when sets of 25 books were sent, but as the number of books sent increased it was found that enlarging the box to hold 50 books made it too heavy for one man to carry. After some experi-

mentation a two-bushel laundry basket proved the most practical carrier. These baskets which thru several years' use have proved light, durable and generally satisfactory, have rope handles, a wooden cover with lock and are bought for \$27 per dozen.

**COLLECTIONS FROM THE SCHOOLS**

1. One week before collections are to be made, post-card notices are sent to teachers.

2. Route cards for collections are made for library messenger.

3. Books are brought from schools in library automobile.

4. Circulation is counted from blue cards.

5. Books are slipped, each set separately, and notes of errors, non-return of books, etc., made.

6. Multigraphed form letters are used:

*a.* For overdue notice.

*b.* When no circulation has been kept. With this letter is sent a list of the books just returned with the request that the teacher check it to indicate the number of times each book has been read by the children.

*c.* When circulation is unduly slight. With this letter is enclosed list with the request that if the records are not complete the teacher check it. In both these letters the necessity for accurate records is explained.

*d.* Calling the attention of new teachers to record-keeping, care of books, time of collection, etc.

As the work with grade schools has developed it has been felt that it has two decided weaknesses; in the upper grades and in the parochial schools. There has always been a decided falling off in the amount of reading done in grades 6, 7, and 8. No remedy for this seemed available since the teachers of these grades, particularly the eighth grade principals with their administrative duties added to their teaching are too busy to want to act as librarians. However it was keenly felt that in doing so much work in the lower grades and gradually failing to continue the reading habit in the child by not reaching him with books at this most impressionable age, both the schools and the library were definitely failing in the joint mission of creating a

lasting love of reading. Tho this condition is slowly improving each year, it was decided to try the experiment of having two pupils in the two upper grades of one division chosen to act as librarians in their class rooms, these pupils to come to the library by appointment for definite training. This work and training will be credited the pupils by the school officials and it is hoped it will enable the library eventually to reach each seventh and eighth grade in the city.

For some years the library has been desirous of furnishing books to the Catholic parochial schools. Three of these schools have been supplied from time to time but it was hoped to offer the use of the books to all the parochial schools, sixteen in number and enrolling about 4500 children. Looking toward this, a preliminary conference was held with two Catholic teachers, the head of the library catalog department, who is a Catholic, the head of the children's department, and the supervisor of work with schools. The following plan was submitted by the supervisor with the consent and approval of the librarian:

1. That a committee of parochial school teachers, Catholic public school teachers and three library representatives be formed.

2. That a meeting of this committee be held to discuss the desirability of such work and the methods to be followed.

3. That it be suggested that the Catholic members of the committee review the books of the collection, which are added to only once yearly, and that this review be on the single point: *i. e.*, has the book features which would make it unacceptable to those responsible for the Catholic children.

4. That to obtain this review, books be sent to the teachers, who will register their opinion on cards which were to be sent them, multigraphed in the following form:

CATHOLIC REVIEW COMMITTEE

Author

Title

Name of reviewer

O. K.

Not desirable

Reasons

5. That a list be made of the books found not desirable and these books avoided in making up sets for parochial schools.

6. That a letter be sent the heads of all parochial schools offering the school sets of books, and telling of the work of the review committee.

The committee meeting was held and fully attended; all those present were very enthusiastic, approved the scheme and offered to do any work necessary. In all, the sisters of six parochial schools and of one Catholic college, and 33 Catholic lay teachers volunteered. Books were sent to each teacher by July 1 and returns are to be made by September 1 so that the lists may be ready for the opening of school. A permanent committee of five has been formed to review the yearly additions to the collection on the point of acceptability for use with Catholic children.

With the teachers of the city increasingly in sympathy with the work and often feeling actually dependent on the books in their development of subjects, the possibilities seem infinite of catching the children young enough to create a taste for good reading and to foster this taste thru the grades until it becomes a fixed habit. If this partnership of schools and library can send pupils into the high school, where there is of necessity greater latitude and less supervision, with a sound reading taste instead of that hankering for the series mediocrity which is the bane of children's reading, both the teachers and the library workers can feel their time well spent.

LOUISE P. LATIMER,  
*Supervisor, Work with Schools*

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THE American University Union in Europe has undertaken the establishment of a club in Paris for American college men or their friends who are in the French capital for allied service. The privileges of the club will include information bureau, writing and newspaper room, library, dining room, bedrooms, baths, social features, medical advice, etc. The union also expects to provide headquarters for the various bureaus established in France by the representative American universities, colleges and technical schools, and will aid in securing information about college men in all forms of war service.

## STATEMENT OF THE COMMITTEE ON STANDARDIZATION OF LIBRA- RIES AND CERTIFICATION OF LI- BRARIANS\*

At the Chicago midwinter meeting of the Council, provision was made for a committee of five<sup>1</sup> to take up the question of the standardization of libraries and librarians, the certification of librarians, and the definition of "assistant librarian," etc. The committee was completed in April, but the members are widely separated geographically, and it has had no opportunity for a meeting until the time of this conference; however, the members have done a good deal of preliminary work by correspondence and the statement which is submitted to you to-night is to be considered not so much as a report with recommendations from the committee, but rather as a statement of such phases of the problem as have been brought out in this preliminary correspondence of the committee, and in previous discussions within the profession. The chief purpose in making the statement is to give publicity to the plans of the committee, to invite discussion of the various proposals which are sure to come before it, and to bring out suggestions concerning any angle of the problem which is not yet adequately before the committee.

In addition to the discussions of this topic which have appeared in library periodicals, your committee has had the use of manuscript material gathered by the Ohio Library Association committee on standardization of library service, 1916, Electra C. Doren, chairman; and has received suggestions from librarians, especially from W. R. Eastman and Clara L. Abernethy.

In this statement we will consider chiefly the classification of libraries; nomenclature, or the titles of positions; and certification of librarians.

Let us take up first that subdivision of our subject which may be called standardization of libraries. We know what a standardized or approved college or high school is; for example, a college or uni-

versity may be graded or classified into any one of two or three or even four groups; class "A" meaning up to the prescribed standard; class "B" up to standard except for certain deficiencies; class "C" a somewhat lower grouping; and class "D" a group distinctly below grade. Medical schools were graded somewhat after this fashion a few years ago with very positive and beneficial results to medical education. High schools are sometimes graded similarly. Libraries are a different sort of educational institution and some of us will question whether it is practicable to fix definite standards by which they can be classified. Nevertheless, libraries are an educational agency and tho the task of grading is undoubtedly a difficult one, it would be advantageous from many points of view for a library to know that it was up to a generally accepted standard. A library that was not up to the required standard would then have to face a professional and a local public opinion which would probably lead to an improvement in its standing.

The University of the State of New York as long ago as 1894, adopted a statement of "Minimum requirements for (a) proper library standard." This statement was adopted originally by the Regents as a test in the registering of free libraries seeking state aid. It was stated in general terms, and applied to large and small libraries alike, except that the required hours of service were modified according to population. Otherwise there was no "grading" or "classifying." The only words in this statement relating to the quality of the librarian was the requirement that the library be "in charge of a competent attendant."

If a state library commission, for example, desired to proceed further than New York has in grading its libraries, it would presumably proceed on some such lines as these: First, cities or townships or counties might be classified by population, or by population and taxable value considered together. This preliminary classification would throw libraries of cities of comparable size and wealth into one class; presumably the recommended standards of library service would be somewhat different

\* Read before the American Library Association at Louisville, June 23, 1917.

<sup>1</sup> Adam Strohm, Electra C. Doren, Jessie F. Hume, Hiller C. Wellman, and P. L. Windsor.

for libraries in cities of these different classes.

The value of a library to its community would be the principal basis of the classification of that library, but some score card of definite "points" would have to be agreed upon as serving reasonably well as a measure or test of a library's value to its community. For example, such information as the following might be called for and weighted on such a score card: The total income of the library in relation to values; the circulation of books in relation to the number of volumes in the library, the population of the place, and the income of library; the number of registered readers in relation to population; the recorded use of reference rooms, of special collections, exhibits, lectures, etc.; the open hours of the library; the number of people on the staff and their education, professional training and personal fitness; the extent and character of special forms of work, as for example, work with the children and schools, or with city officials and business men.

A weighted score card of this sort might be devised with the various points so plainly stated that librarians, trustees and others who are at all familiar with libraries could with reasonable accuracy arrive at a fair judgment concerning the relative standing of a library under examination. It would be necessary that the various points on this score card be stated clearly enough so that the librarian or the board of a library falling below standard would be easily able to see *why*. If, for example, a public library is deficient in its work with children, the score card or statement would have to be sufficiently definite and full to show exactly wherein it is deficient; for example, in the number or character of the books for children, or in the rules regulating the use of the library by children; or, the deficiency might lie in poor quarters or poor general equipment; or, it might lie in the lack of competency of the children's librarian, or it might lie in any or all of such items as these. The only point I wish to make by this illustration is that it would have to be sufficiently clear so that the local library would be disposed to accept the rating

given it and would know definitely what it needed to bring itself up to standard.

The value of such a grading of standardization of libraries would lie chiefly in its stimulating effect on libraries, boards and communities which, under present conditions, may not realize clearly what service and how much of it their library should give its public. It may be that the librarian is doing the best she can under prevailing local conditions; that is, the cause of the deficiency may lie in some policy of the board, or even in some condition which even the board cannot change. But most boards and communities prefer to have their local library rated high and the effect of any reasonable scheme of grading would be to improve conditions in the libraries given lower ratings.

In administering the work of a state library commission there might be other incidental advantages connected with such a system of standardization or grading, especially if state aid to local libraries is given, but the chief consideration for us is its effect on the service given to the local public, and that seems likely to be good.

Many communities under present conditions have libraries that give far better service than is likely to be required in any scheme of classification of the libraries of a whole state. It is quite possible that the effect of classification on these above par libraries would not be good; there would be the inevitable tendency to keep the library just "up to standard," and not much more. This danger might be somewhat minimized, tho not entirely done away with, by frequent revision of the points on the score card above mentioned, or of the weights given to particular points. And in order to be of full value and in order also to be fair to all the libraries in the state, the Library Commission or whatever body fixes the standards and applies them, would have to make frequent examination of the libraries within its jurisdiction so that any library slightly below standard could at almost any time be accorded a higher rank; and any library in a high rank, if it permits disorganization in its administration, ought to know that its rating will be lowered soon if the situation warrants it.

The difficulties of devising such a score card of "points," such a statement of standards, are obvious and need not be enlarged upon here; and after your committee works out, if it can with your help, such a one, you will find much work left to fit it to your own state conditions. And even if successfully applied, such a system of standardization carries with it the general drawbacks of a scheme for uniformity in the administration of any group of institutions; among these is, of course, the tendency to destroy individuality and initiative in work. However, in spite of this tendency most institutions to-day are being subjected to standardization of one sort or another. Units of measurement are applied to their work; libraries will hardly wish to escape the test.

Let us now turn from classification or standardization of libraries to standardization of librarians. We find that the subject includes a good many subdivisions; for example, nomenclature or the titles of positions in the service; the statement of duties pertaining to particular positions; the whole subject of grading library staffs and librarians, as has been done by several large libraries recently; the certification of librarians; efficiency records; hours of service; promotion schedules; salaries and pensions.

The term "librarian" may mean any person regularly employed by a library to do its educational work, and it often does mean this to your public; or, it may mean simply the "head" librarian, all others connected with that library being "library assistants," or "cataloger" or "reference librarian," etc. On the other hand the chief administrative head of a library may be called librarian, head librarian, director or superintendent. Which is the better term?

"Assistant librarian" may mean the one member of the staff next in rank to the librarian; the one who regularly acts for the librarian in his absence. Or "assistant librarian" may be a term applied to a group of several members of the staff, of approximately equal rank to the librarian. "Library assistant" is a more general term usually including nearly every member of the staff except the head librarian. But it

sometimes is applied to an unclassified group of workers ranking below certain heads of departments.

The terms used to designate department heads vary in different libraries; "chief," "head," "principal," "supervisor," "superintendent," "assistant in charge," etc., are among the terms found.

Other terms rather commonly found in the service are "children's librarian," "reference librarian," "order librarian," "cataloger," "assistant cataloger," "branch cataloger," "classifier," "reviser," "clerk," "junior library assistant," "senior library assistant," and "assistant." In most of these cases the duties going with a title are indicated roughly by the title itself, but not always by any means.

The question arises, do we all wish to be known to the public as "librarians," or do we wish that term to be restricted in its use and be applied to the "head librarian" only, and the public be expected to call other members of the staff "library assistant" or "assistant librarian," etc? We will probably always have a variety of titles, within any one library, the terms used locally indicating roughly the character of work or the rank of the person holding the title; but at present there does not seem to be even a reasonable uniformity. A certain clearness of thought might be gained if we came to an agreement respecting the proper titles to apply to at least a few of the more important classes of positions, and certain misunderstandings avoided which occasionally arise when one of us is appointed to a certain type of position—the title being given, and finds that the title, while used with perfect honesty, nevertheless did not at all mean the performance of the sort of work we expected. If one were called upon to frame a law providing for pensions for librarians or for a civil service scheme, or almost any law which had to deal with librarians as a class in whole or in part, it would be found difficult to use terms in the law which would clearly include everybody desired and exclude everybody else.

Civil service systems as they are at present commonly found in this country have been generally unsatisfactory when applied to library service, tho librarians believe in

the principles underlying civil service laws and follow many of these principles voluntarily in administering libraries. The tendency to bring public servants of all grades under a classified civil service is, however, strong, and librarians are frequently facing possible inclusion in a civil service system. Sometimes this possibility is the result of the passage of a general civil service law, permitting cities of a certain class in a state to adopt a civil service system for its employes; or it results from the passage of a law establishing a civil service system in all state institutions and departments. If a civil service system applicable to libraries and satisfactory to librarians can be devised, it may then be proposed to civil service commissions, for addition to their other schedules or to take the place of them, so far as libraries are concerned. The civil service authorities if offered such a schedule, worked out by librarians and following civil service principles, would be likely to adopt them.

If such a schedule for library service can be drawn up by your committee it could serve as a model or tentative scheme which could be modified to suit local needs, and to a certain extent adopted voluntarily by libraries not now under civil service; then when civil service is threatened, the danger in the situation is minimized. The mere existence of a well worked out scheme already in operation puts the library in a position of marked advantage.

But certification of librarians has been proposed as likely to result in better library service than civil service systems in their present state of development.

State certification of librarians involves the issuing of certificates, by a state board of library examiners or commissioners, for a term of years or for life, to such persons as are found to possess the requisite requirements; the certificates are, presumably, to be for different grades of library service and are to be valid and required in any library supported in whole or in part by public funds, or in any one of a certain grade of libraries, within the state.

Among the reasons given in favor of certification are these:

1. The public library as a public institu-

tion should be carefully safeguarded; without some standards of service there is likely to be a waste of public money and much ineffective work.

2. The public library is a part of the educational system of the state and should have a very definite relation to all other public educational agencies; without definite standards this relation is not likely to exist.

3. Local boards of trustees need such help as a system of certificates would give; they often have too little idea of the educational and special qualifications that are needed in a librarian. A system of certificates required of librarians and assistants would limit the choice of boards to qualified people and protect them against the obviously incapable; would prevent the appointment for political and personal reasons of unprepared and incompetent librarians. Library boards desiring a staff with high standards of preparation for service would be upheld, and boards with low standards would be held to higher ones.

4. Certification is in harmony with the practice in other professions and callings; if protection is needed against incompetency in these, is it not also needed against incompetency in those who aid in directing the reading of the public in libraries? A librarian now is simply one who has a job.

5. Certification would probably forestall the enactment of further laws bringing libraries under general civil service.

6. Either certification or civil service seems to be a prerequisite to any system of pensions for librarians in which support is received from public funds.

Against certification are the following:

1. Local trustees should not be handicapped in their rights in looking after the interests of the library; a board of trustees in charge of a library should have full control and should have the right to determine the qualifications of their librarian.

2. Too much authority would be given to a state department; some libraries even now are inclined to resent the authority exercised by the state department.

3. Standards of individual libraries at present generally meet the local requirements; why adopt something not easy to

change when once established? In some cases the present requirements of boards are higher than will be the requirements for certificates.

4. Too much time, labor and expense are involved in operating a system of certification; an elaborate system of tests and credentials will be necessary.

5. Requirement of even a minimum standard in small libraries where service receives small compensation will work a hardship, and an injury will be done to the cause of library extension.

6. Even now, it is difficult to secure a large enough number of new librarians to supply the annual demand; a scheme of certification in so far as it raises standards may increase this difficulty.

At the Narragansett Pier conference Clara Baldwin read a paper before the League of Library Commissions on "State examinations and state certifications for librarians." This was in 1906 and in that paper are briefly stated many of the points which have to be considered in any present day discussion.

In 1908 a bill was approved by the Ohio Library Association providing for the appointment of a State Board of Library Examiners, for examination of libraries and library employees, and for the granting of grades of certificates. After one year from the organization of the board any person employed in a library supported wholly or in part by money derived from public taxation must have a certificate. This bill failed of passage. Four years later, in 1912, Ohio libraries were in danger of being included in the operation of the general civil service law of that state, and Mr. Brett drew up a bill amending sections of the Ohio general code so as to provide for examination and certification of librarians. This bill was intended as a substitute for the proposed civil service amendment, but was dropped because the objectionable feature of the amendment to the civil service law was dropped and libraries were left free from civil service.

In California county librarians have from the beginning been certified by a board of examiners consisting of the librarians, *ex-officio*, of three of the principal libra-

ries of the state. The certification of county librarians has evidently worked well in California and has been included in recent county library legislation in other states.

In September, 1916, a committee of the New York Library Association on "The merit system in libraries" reported to that association a tentative plan for the certification of librarians in New York. Commenting on their recommendation the committee in its report said:

Since we find that service is the admitted test of quality and that observation gives the clearest evidence of fitness, this committee, in order to give point in its conclusions, has undertaken to devise a plan for appointments, which it hereby offers. Leaving out written examinations, it would place all appointments on a basis of probation. Contrary to the usual rule, it puts appointment first and a certificate to come afterward when it has been earned. . . .

According to the above plan, every appointee not rejected would be on probation till the desired certificate is issued. With the appointment of trained assistants by libraries of recognized standing there would be little or no delay in receiving certificates. The results of written examinations elsewhere would be included under the head of "credentials." Large libraries would continue their present system of tests, if they so wish, reporting results, but the plan relies upon intelligent and expert observation as to personality and fitness. It puts responsibility too upon the Educational Extension Division where much of it belongs. It follows the lines of probation.

The Regents have the right to carry out such a plan under the full sanction of law. No legislation is required except, possibly, to remove five or six libraries at the outside from the operation of the civil service law, and that step need not be taken if the libraries concerned do not wish it. The plan will not interfere with present conditions. For the great libraries, the task of reporting at Albany would be slight, and we believe, would be readily undertaken if they are satisfied that it will be for the good of the whole body.

The report was favorably received and referred to a new committee for further consideration.

Certain features of the New York proposal immediately attract attention. A person is appointed to a position and draws a salary, while she is learning, under the tutelage of the Extension division, how to do her work. No general standards are

specified which are applicable to medium and large libraries; each of these determines and administers its own system, subject to approval by the extension division. In small cities, after appointing a person librarian, much local irritation would be caused by declining to certify her.

Your committee realizes that it has but begun its work; it seeks suggestion, criticism and help and in conclusion, begs leave to offer the following recommendations:

1. That the committee be continued, and that the membership be increased to seven, so as to make feasible the inclusion of representatives of library trustees and of state library commission workers.

2. That the committee be authorized to appoint auxiliary or sub-committees for the investigation and consideration of special divisions of the subject.

3. That the committee be authorized to invite the assistance of representatives of other interests, as *e.g.* Civil Service Commissions, or Bureaus of Efficiency and Standardization.

P. L. WINDSOR, *Chairman.*

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#### JAMES L. GILLIS

JAMES L. GILLIS, state librarian of California, died in Sacramento July 27. He was stricken with heart trouble in his automobile while on his way to the library, and died shortly afterward in the secretary of state's private office in the Capitol.

Mr. Gillis was born in Richmond, Iowa, Oct. 3, 1857, but received most of his education in the public schools of Sacramento. He began his business career as a messenger in the service of the Sacramento Valley Railroad in 1872, and retired from railway service as assistant superintendent in 1895. He was appointed keeper of archives in the secretary of state's office in 1895, which position he kept until 1899, acting as clerk of the committee on ways and means of the General Assembly for the sessions of 1895, 1897 and 1899. On April 1, 1899 he was appointed state librarian, and kept the position until his death.

When he went into office, the State Library was an institution of value only to the members of the legislature and to a

limited number of the citizens of Sacramento. Under his administration its influence has been extended to all parts of the state. It was largely thru his efforts that California established the county library system, by which her rural population receives better library service than that of any other state. Altho the county library system was started only seven years ago, already thirty-six counties have libraries in operation. So large was Mr. Gillis' vision of the possibilities of the work that he very recently made the remark that the work was just starting.

In 1913, at his suggestion, the California State Library School was established in the State Library, that library workers in the state might have greater opportunity for technical training than had previously been offered.

Mr. Gillis was president of the California Library Association from 1906 to 1909, and again from 1911 to 1915. He was a member also of the American Library Association, National Association of State Libraries, and the American Association of Law Libraries. In all these organizations he took an active interest, and his influence was widely felt. Much of the success of the A. L. A. conference at Berkeley in 1915 was due to his careful forethought in handling local arrangements, and it was a cause for much regret that his labors at that time brought on an illness which prevented his active participation in the conference itself.

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#### CHICAGO PUBLIC LIBRARY PLANS INCREASED ACTIVITY

A SUCCESSFUL issue of legislation at Springfield this past session has brought to the Chicago Public Library an annual increase of a quarter of a million dollars. This enables the library to begin putting into action its proposed system of regional and auxiliary branches described in the *LJ* of January, 1917, as well as to increase the activities of the library along other lines.

The program for the next twelve months is outlined as follows:

The foundations will be laid for a complete system of regional and auxiliary branches covering every section of the 200

square miles of territory embraced within the corporate limits of Chicago.

The re-organization plan recently begun whereby well-balanced deposit stations will replace the delivery stations now dotting many outlying sections of the city is to be completed.

There will be established a down town business and information bureau on a basis of the utmost utility to the industrial and commercial interests of the city.

The Municipal Reference Library is to be absorbed as part of the Chicago Public Library maintained in the City Hall.

There will be created an educational division of work including not only the public school interests but also the unrelated and detached forms of informal education attempted in many circles and under many auspices without correlation.

The activities of the Library will be increased in the form of bulletins, topical lists, a teachers' leaflet, a business men's information broadside and a series of finding lists covering the various resources of the general collection and its special features and the 800,000 volumes now comprising the general collection of the Library are to be re-classified.

Agencies are to be established at the Municipal Pier and in the thirty or more community centers maintained by the Board of Education and elsewhere as opportunity may offer.

A collection will be made of special materials relating to the history of Illinois and its subdivisions useful in connection with the Centennial Celebration of 1918.

An advertising campaign will be started that will bring to the attention of every citizen what the Library possesses of value or interest for him.

Provision is to be made for a special librarian to administer the library at the House of Correction and to supervise the Good Luck Library at the Chicago and Cook County School for Boys, the Good Hope Library at the County Jail, and the Good Cheer Library at the County Hospital.

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THE public library—one of opportunity's open doors.

#### LIBRARIES IN THE DUPLICATE SCHOOLS OF NEW YORK CITY

To create and encourage the love of good reading and to make the library a live working instrument both for the child who will take higher courses in school work and for the child who must immediately on leaving the elementary school, enter the business world, is a problem which presents itself to the school library of to-day. The library which seeks to fill this need, must become an integral part of the school curriculum and must take its stand of equal importance with the other activities of the school course.

In twenty-two of the schools of New York City which have adopted the duplicate plan or Gary school system, libraries have been established and regular library periods have been scheduled.

The class-room best adapted to the library purpose both for light and for the possibilities of general arrangement, has been chosen in each school and after the desks have been removed, library furniture with tables and chairs have been installed. The library is thus a room of ordinary class room size, seating about forty-five. In five schools a double unit room has been made by removing the partition between two rooms and forming one large room which has twice the capacity of the single unit room. With the aid of the carpentry and other shop classes window boxes, bulletin boards, book rests, and in one school a stand for the catalog case, have been built.

The book collections have been made up from the books formerly circulated from the class-rooms and from the suitable books of the teachers' collections. These brought together in the one room have been classified and cataloged according to the Dewey decimal system, even when the collection has been small, in order that the use of the system might be taught. The number of books varies from two hundred to two thousand and is at the present time far from adequate in most of the schools; but each teacher librarian is working toward a good readable collection of fiction and non-fiction as well as a small selection of the more simple reference books. A list of seven magazines, suitable to the elementary

school age has been adopted and is now in use.

There is no trained librarian in charge. The teacher deemed best fitted because of her interest in English work and in general reading has been selected. Some teachers, who have become enthusiastic about their libraries have taken courses in library economy, work with children and story telling.

The libraries are open only for the class period; that is the child may go to the library only when his class is assigned there and all reading and circulation must be done in this one period. Classes from 3 A through 8 B have a library hour. Two plans have been followed in making the library schedule; under the first, one block of classes has a library period every day for six weeks and then at the end of six weeks when the schedule is changed, this time is devoted to another activity and these classes do not have any more library work during that term. Under the other program, which has been found to be much more satisfactory, each class has a library period once a week.

Part of the library time is devoted to general reading and to circulation. First of all these libraries are seeking to instil a love of good reading and to make reading profitable. In schools where children have had the advantage of home reading and of the use of a public library, they are capable for the most part of selecting their own book quickly and intelligently with only a suggestion from the teacher. These classes are allowed to go to the shelves and select their own book; returning to their seats, these children soon become absorbed in their story. There are always a few who need careful watching and guidance. Some seventh and eighth grade pupils will be found reading the simplest book of the third grade while the younger child will select a book much too difficult and finding it uninteresting, he will replace it on the shelf only to repeat the same process. Some children lack enough concentration to get past the beginning of a book and failing to become interested at once wish to change the book. For them it has been found necessary to make rules allowing a book to be changed but once or twice during the period. In

districts where the children have not had the advantage of a public library and the parents neither read nor speak English, it has been found better to select books suitable to the grade and have them ready on the table when the class comes to the library. For many books, which are not popular because they begin with much description, the librarian has created a demand by reading the first pages or by telling some of the exciting incidents of the story. The children also are encouraged to tell the rest of the class about the book which they have read and liked. Some classes keep note books and enter the names and authors of the books they have read. Others write a short résumé of the story. There is the danger in this of the reading becoming a task which is unpleasant and detracting from the pure joy of reading for its own sake.

In the lowest grades much of the time is given over to story telling and reading aloud as the children find it difficult to concentrate on reading for themselves for a full library period.

At present the collections are too meager to allow extensive circulation; but by granting part of the classes at one time this privilege, every child may take home books for a short time at least. If a public library is near the teacher encourages them to join.

Library instruction has been given following this outline, which has been used in the Gary schools.

#### BELOW THE EIGHTH GRADE

##### *First to Third Grades:*

Teach children:

1. Importance of clean hands and faces.
2. How to turn leaves of books.
3. Replacing books.
4. How to conduct themselves in the library—
  1. What the library is—
  2. Quiet.
5. Necessity of respecting rights of others.

##### *Fourth Grade:*

In addition to the work of the first, second and third grades, teach children:

1. to general divisions of Dewey Decimal classification.
2. General arrangement of books on shelves.

**Fifth Grade:**

In addition to the work of the fourth grade, give children:  
Explanation of what the catalog is and how it is used.

**Sixth Grade:**

In addition to the work of the fifth grade, explain the difference between author, title and subject card.

**Seventh Grade:**

In addition to work of sixth grade, teach children:

General divisions of 900's:  
"See" card and "see also" cards.

**EIGHTH GRADE****1. Lecture:**

1. 10 general divisions of the Dewey Decimal classification.
2. General divisions of the 900's (i.e. 910, 920, etc.) Give classification number for U. S.
3. Explanation of how individual biography is designated, and the difference between it and collective biography.
4. Explanation of what the catalog is, how to use, and what is meant by an author, title, subject, "see" and "see also" card.
5. Explanation of index and table of contents.

**2. Problem:****3. Lecture:**

<sup>1</sup>Explanation of what a periodical index is and how to use it.

General information about magazines—volumes, paging, etc.

General information about reference books including:

1. Dictionary.
2. Encyclopaedia.
3. Atlas.

**4. Review:****5. Test:**

The library also co-operates with the other activities of the school. Poems are selected and learned in the library and then recited in the auditorium. Teachers of academic subjects suggest topics related to their work and these are looked up in the library books.

All this work is still at its beginning and in the early stages of experiment. New libraries are constantly being established as new schools are designated to adopt the duplicate plan. To these schools a great opportunity has come to make closer the relation between the school and the library

and thru their students to make the library a more vital force than it ever has been.

VERA ELDER.

**OHIO STATE LIBRARY CELEBRATES CENTENARY**

THE centennial of the Ohio State Library was celebrated Aug. 10 in the main room of the library. The latter was established in 1817 by Governor Thomas Worthington who with a portion of his contingent fund purchased 500 volumes and with them laid the foundation of the present State Library, which now numbers about 200,000 volumes, including the best collection of Ohio newspapers in the world.

The principal speaker of the evening was Hon. Daniel J. Ryan, ex-secretary of state and now well known as one of the leading historians of Ohio. His address, which was carefully prepared and which greatly pleased the audience, was based upon the assumption that the State Library is largely what the state librarian makes it. For 43 years he had been personally acquainted with the men who had held the position. He praised highly James M. Taylor and William T. Coggeshall, who served from 1854 to 1856 and from 1856 to 1862 respectively, as eminently qualified for the responsible position. Most of the others who had served prior to Mr. Galbreath had been merely custodians and not very good custodians either. From 1874 to 1896 the average term of service had been only twenty-two months, due to the vitiating spoils system which took away from those who held this position all incentive to fit themselves for the discharge of their duties. He hoped that it might never again prevail. A librarian should never be changed for political reasons. Efficient service and that alone should determine the tenure of office. Mr. Ryan concluded his address with a glowing tribute to Thomas Worthington, the founder of the State Library, as the constant friend of education and internal improvements.

Hon. E. O. Randall spoke interestingly in regard to the modern mission of libraries, making a strong point of the fact that librarianship has become a profession and that the librarian is expected to assist the

patron to all the sources of information that are found in the wide range of literature.

Olive Jones of the Ohio State University Library gave a succinct and illuminating account of the recent activities of the State Library. Few state libraries in the country, she declared, had done more work and better work and it had all been done without extensive advertising, almost without the knowledge of the public except those who had directly benefited by the service.

Brief addresses were also made by J. H. Newman, former state librarian; C. W. Reeder, of Ohio State University Library; Julia W. Merrill, of the Cincinnati Public Library and instructor in the summer library school; John J. Pugh, librarian of the Columbus Public Library; and Clayton A. McCleary, member of the board of state library commissioners.

The state librarian, C. B. Galbreath, presided and read a number of letters from eminent librarians in Ohio and other states, who sent their greetings and congratulations.

#### CARNEGIE CORPORATION LIBRARY GRANTS—JUNE, 1917

##### ORIGINAL GIFTS, UNITED STATES

Scottsbluff, Nebraska .....	\$12,500
West Bend, Wisconsin .....	10,000

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##### INCREASES, UNITED STATES

La Grange Town and Bloomfield Township, Indiana (increase to provide for Clay Township; building to cost \$12,500).....	\$2,500
San Bernardino, California (increase for addition, to cost \$10,000 .....	7,600
Stanislaus County, California (increase; \$3,000 building at Riverbank; \$3,000 building at Patterson .....	6,000
.....	_____

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##### INCREASE, CANADA

Ottawa, Ontario (increase for branch building) .....	\$15,000
.....	_____

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#### SPECIAL LIBRARIES OF BOSTON AND THEIR USES

(Continued from the July LIBRARY JOURNAL)

[EDITOR'S NOTE.—With this instalment the summaries of the articles on Boston's business libraries, written by Ralph L. Power and printed weekly in the *Boston University News*, are concluded. These summaries, of course, omit much valuable material included in the original articles, but it is hoped that they cover the more important functions of the libraries described.]

##### COLLEGE OF BUSINESS ADMINISTRATION, BOSTON UNIVERSITY

WHILE established primarily for the use of students of the Business College, the library, under the guidance of Ralph L. Power, its librarian, has endeavored to become the local workroom for all citizens in Boston and to be of service to the state and nation as well. Tho its material is not circulated and is intended for reference only, it is of special value to business men and all possible assistance is freely given to them. Besides works on theory of business, the library contains the books on academic subjects necessary in the thorough training of men for the business profession. It also contains an unusually complete collection on accounting, including complete files of the *Journal of Accountancy* and nearly every book relating to accounting published in the last ten or more years. Books on insurance, education, commercial law, transportation, advertising and salesmanship, with publications of the university schools of journalism occupy not a little space on the shelves. For the industrial person and foreign trade seeker, there are books on the many industries and trades, "and the subject of foreign trade, which includes ocean transportation, descriptions of South American countries, exporting and foreign languages, are all important divisions of the resources of the library." For the all-around executive, material relating to credit and collections, purchasing, retail trade, and management, furnish an excellent reservoir from which to draw general business information. A plentiful supply of maps and photographs and leaflet material supplements the books.

##### NEW ENGLAND TELEPHONE AND TELEGRAPH COMPANY

Always maintaining a reputation for exceptional service and unique methods in administration, the library of the New Eng-

land Telephone and Telegraph Company is of great value in helping the company to continue the scientific study and investigation of new developments in their relation to the employes of the corporation. The library, under the direct supervision of Edward A. Wilkie, contains material on labor questions, hygiene, conditions, wages, etc., reports of the New England states, New York and Pennsylvania, publications of the United States government, chiefly those of the Census Bureau, and the Department of Labor. The principal aim is to get new material in regard to labor—especially the employment of women, of whom over seven thousand are employed in the company. Thirty war books have recently been purchased to answer various service questions. The hundred volumes on electricity contain practically all of the most up-to-date authoritative text books, with special reference to its relation to the telephone. Besides books on the law of the five states in which the company operates, general corporation law and the public service commission reports of all the states and Canada, the collection of 2500 volumes embodies standard works in economics, efficiency, pensions, insurance, minimum wage and socialism—all of these broader than mere statistical material. General reference books, government reports, and recent sheet reports of English war investigations (the labor problems of which invariably arrive in the United States some five years after they have arisen in Europe) are to be found on the shelves. Magazines only of use for present-day information—for the practical use of the corporation—are preserved. Valueless material is weeded out twice a year from the collection of several hundred pamphlets.

The book collection being scattered and small needs no card catalog, but the vertical file material is indexed according to folders. The decimal system is used and each folder contains several minute subdivisions of the subject. The index of the file contains about 300 cards—each card containing ten or more subdivision entries. In another department—The Archives—the complete correspondence of the company is filed by subjects making a comprehensive rec-

ord of transactions and operations of the concern by topics.

#### BOSTON CHAMBER OF COMMERCE

The collection of the library of the Boston Chamber of Commerce is somewhat general in the main room, but specific works relating to foreign trade, port development, trade statistics, and maritime affairs are kept in the several rooms in which special work is going on along those lines.

A fairly complete collection of reports and publications of boards of trade, chambers of commerce, improvement societies and other commercial associations for the past few years is on hand. It includes the larger and better known organizations in the United States, with the addition of some foreign associations such as those of London, Hong-kong and others. A few reports of national industrial associations are received, such as the National Association of Cotton Manufacturers, National Association of Wool Manufacturers, National Association of Manufacturers, etc.

The bound book collection numbers about 2000. The books are not cataloged. Fairly complete reports of useful government publications are on file. These include the many census documents, reports on the commercial relations of the United States, and several others. A fairly strong collection of general reference books is also part of the equipment. Many newspapers are regularly placed on the racks and a large number of magazines relating to current information and general topics are on the reading tables. In one corner a very representative file of city directories is shelved.

The Chamber of Commerce Library serves the double purpose of a reading room and general library for its members and a highly utilitarian department of information for the staff of secretaries and other administrative officers. For these, small working collections are in many of the offices and committee rooms.

L. B. Hayes, an assistant secretary, whose principal duty is in investigations, also acts as librarian.

#### LEE, HIGGINSON & CO.

This old firm of Boston bankers has been collecting sources of information

since 1848, tho it was not till 1880 that any systematic attempt was made to gather the valuable material on finance and statistics which its library now contains. The bound books, to the number of 4500, include public service commission reports, financial manuals, bound stock exchange sheets, a general reference collection, state department reports of insurance, gas, electricity, and bank commissions, government documents, census reports, and a text book collection relating to economics, money and banking, stocks and bonds, etc., which is allowed to circulate. The documents and pamphlet material number at least 75,000. Row after row of vertical files house such material as mortgages and bond offerings. Bond circulars are pasted in scrap books. These books are numbered and the clippings are indexed in a large filing table which indexes books and other material. Duplicates of the circulars are filed in wooden drawers. Few periodicals are kept on file, and only clippings from the newspapers of those towns in which the company has interests, are saved.

About eighty glass cases devoted to a collection of duplicate railroad reports, arranged alphabetically, stand in one section of the library, and can be used for reference and possible loan. The permanent set is bound with several years in each volume, some of which go back as far as 1846, and cannot be taken from the room. In another part of the library stands an immense case of sixty-four sections, each having six boxes, containing information about railroads, industrial and commercial companies. This includes letters, clippings, articles, legal papers, and so forth. Each is kept in an envelope and they are filed numerically under the company, thus bringing the latest available material at the end.

The library is under the direction of C. E. Perkins, who is also the head of the firm's statistical department. The general public is invited to use the library for reference during business hours.

#### NATIONAL INDUSTRIAL CONFERENCE BOARD

With such industrial organizations as the American Cotton Manufacturers' Association, Manufacturing Chemists' Association of the United States, National Auto-

mobile Chamber of Commerce, National Council for Industrial Defense, National Metal Trades Association and the Rubber and Silk Associations of America behind it, the library recently begun by the National Industrial Conference Board (a co-operative body established to provide a clearing house of information on matters that vitally affect the industrial development of the United States) bids fair to become a forceful factor to students of economics, and others interested in labor, trust and other similar "latent but nascent" problems. Beginning in the spring with only a small collection, it is being rapidly augmented with information from all parts of the world on industrial subjects. Much of the material is in books, but other important items are to be found in the pamphlet literature, clippings and photographs, from all of which, by a weeding-out process, only those of the latest date are kept in the Conference Board Library.

The library will contain among other things material on government, labor legislation, workmen's compensation, industrial diseases, accidents, first aid and safety work, social insurance, labor disputes, arbitration and mediation, labor supply, wages and hours of labor, industrial preparedness, cost of living, trade and commerce, transportation and history and development of the various industries in America. A complete file of the most recent United States and state documents relating to health, labor statistics and commerce is accessible and the library is collecting similar material on foreign countries. A small but steadily increasing number of trade catalogs, clippings and pictures is available for reference.

The catalog system is very interesting. When completed, it will include books and will also index periodicals whether in the library or not. The entries will be annotated not only as to contents, but as to author, his qualifications, prejudices and point of view. This will make an unusual and costly card system of untold value. Books rare and difficult to obtain and material not in the library will have a card in the catalog, containing a brief description and note of the book. So far as known,

this is the first library attempt to send trained catalogers about the country to note material in the various libraries and make their annotations on the spot.

J. H. Friedel, formerly of the economics division of the New York Public Library, and a staunch advocate of library assistants learning foreign languages as a measure of preparedness for future problems, is the librarian in charge. Any investigators along the line in which his library specializes are always welcome.

#### YOUTH'S COMPANION

The containing about 1500 bound volumes on such general reference works as English and foreign languages, sociology, natural sciences, the arts, literature, travel, etc., the editorial reference library of the *Youth's Companion*, under the direction of Paul P. Foster, partakes of a "special" character from the manner in which it preserves its hundreds of thousands of magazine articles. As magazines arrive they are stripped of covers, binding, staples and advertisements, and the articles and portraits to be preserved are checked. Each article is then stamped and "stabbed" with a wire staple and deposited in an oblong vertical filing envelope which contains practically all the material on the subject, or its sub-divisions, possessed by the library up to date. The magazine collection is extremely large and covers all branches of human activity. All leading European periodicals are subscribed for, as well as the American publications. In addition, the most prominent newspapers in the world are received. Most of this material is kept in a vertical file of about 125 drawers, in a sort of loose leaf encyclopedia style and is divided into several sections.

First, there is the biographical division, which is arranged alphabetically. More prominent persons, such as Samuel L. Clemens, have several folders, general folder, portrait folder, and folder of homes. The files of places comes next and in it the United States is divided by states and cities. Europe is treated in the same way. Next is the miscellaneous file of all material not in another classification. In the last section most of the envelopes relate to artists and illustrations. Work of these

men is arranged alphabetically. There are also spaces devoted to cover designing, to commercial catalogs, to the costumes of the several historical periods and of the many countries. The art department has thousands of larger and more bulky photographs, which are all classified.

The file of the back numbers of the *Youth's Companion* magazine is complete from 1875 to date, and each paragraph, article and author in every number is indexed in a gigantic card case, which is used chiefly to locate references and to answer queries of subscribers. The library, embodying as it does, "something about everything," is invaluable to the editor, and of great assistance to students engaged in research, especially in the journalistic field.

#### UNITED DRUG COMPANY

Organized in 1913 under the direction of Guy E. Marion, the Library of the United Drug Company is to-day recognized as the leading source of information regarding twentieth century methods of conducting a drug business. The library, which is now in charge of Viola H. Burnham, is devoted mainly to the lines of merchandising, drug trade and pharmacology, and the larger part of the shelves are given up to the entire field of purchasing, selling, advertising, and displaying of drug store goods. Books along these lines, including the pharmacy and the publications of technical societies number 600. In addition, there is a collection of over 700 catalogs relating to the drug business, dealing with store fixtures, soda fountains and the like. Clippings and pamphlets, numbering 400, are arranged alphabetically according to subject. The house organ of the company, *Rexall Ad-Vantages*, is minutely indexed in a card catalog of 20,000 cards, and is so up to date, that material not yet published in book form regarding salespeople, retailing, distribution, turn-overs, price maintenance, chain stores, wages, locations and expenses, and especially those subjects as adapted to the retail drug business is included. About seventy-five drug, pharmacy and trade journals are kept on file and the more important ones are bound. The library, which is

chiefly for the executives of the organization, may be used by others if permission is obtained.

#### CONSOLIDATED GAS COMPANY

Established for more than a score of years, the Library of the Boston Consolidated Gas Company, which, until he was called to the front, was in charge of R. C. Ware, is composed of approximately 1200 volumes and 1000 pamphlets, including government documents of use to public service corporations, technical periodicals in the gas, electric and allied lines, and other material of a fairly technical nature. Its contents are shelved according to divisions, such as civil engineering, financial, gas and illuminating engineering divisions; mining and metallurgy, street and electric railways divisions, etc. "The catalog lists most material in the library. It is arranged alphabetically by subjects and subdivisions. For instance, gas a main head, is sub-divided under burners, cases, efficiency, engines, fixture, operation, rates, and theory." The work at present is being done by a filing clerk, who is under the direction of W. W. Cummings, manager of the industrial fuel department and superintendent of the office.

#### PUBLIC AFFAIRS INFORMATION SERVICE

A GROUP of librarians interested in Public Affairs Information Service met Monday, June 25, 1917, while in attendance at the American Library Association at Louisville, to discuss the future of the service.

George S. Godard, Connecticut state librarian and a member of the advisory committee, presided. It was moved and carried that two additional members be named to represent the university and college libraries, and the public libraries on the advisory committee. The committee, with the two new names, is as follows: George S. Godard, Connecticut State Library, Hartford; C. C. Williamson, Municipal Reference Library, New York City; John A. Lapp, director, Bureau of Legislative Information, Indianapolis; Frederick C. Hicks, law librarian, Columbia University; Joseph L. Wheeler, Youngstown Public Library, Youngstown, Ohio.

#### TRAVELING EXHIBITS

THE undersigned, having prepared the bookbinding and publicity exhibits for the Louisville conference, feels that a few words in regards to the preparation of such exhibits should be helpful in future.

The exhibits were planned to show certain principles and methods of bookbinding and library publicity, and accordingly were divided under certain headings. The publicity exhibit was made up in 48 hours without having seen the material, and before a great deal of the material that was contributed had arrived at St. Louis. This will suggest the importance of beginning the work on an exhibit so that there will be plenty of time to do three things; send out general notices asking for material; sort and arrange what comes in; then, before finally preparing the exhibit, send for certain items that have not yet been contributed but without which the exhibit is not complete.

The publicity exhibit is shown in twenty panels, as follows:

- |  |  |
|--|--|
| 1. Library work means getting books used, rather than ready for use.<br>2. Publicity lowers the cost of distribution.<br>3. General appeal.<br>4. Business.<br>5. World's Workers.<br>6. War and Social Problems.<br>7. Foreigners.<br>8. Library Habit in Youth.<br>9. Older children.<br>10. Teachers.<br>11. Economy<br>12. Beauty<br>13. Distribution. | The WHY of publicity.                        |
| 14. Newspapers<br>15. Movies and Street car Exhibits<br>16. Exhibits<br>17. Bulletins and Reports.   | Appeal to Groups.                            |
| 18. Co-operation<br>19. Parallels in other lines.<br>20. Special types.  | Principles.<br>Special Forms.<br>New Ideals. |

It should be borne in mind that an exhibit of library work, at least as understood by the undersigned, is meant to show principles and should be arranged to carry out a definite chain of ideas. Such an exhibit cannot be shown as a collection of separate displays of the work of individual libraries. That is, in such exhibits the identity of the libraries should be wholly submerged in teaching a certain principle or method.

For this reason it might be advisable for a general rule that material for exhibits should be sent in unmounted. A great deal of good material was sent in to St. Louis for the publicity exhibit and could not be shown because it had already been mounted. On account of the haste with which the exhibit had to be prepared and the unsatisfactory work done by the professional letterer, it is hoped that there will be an opportunity during the next two or three months to prepare a new publicity exhibit planned on the same basis as the one shown at Louisville, but with many additional and better samples, and with the lettering done more perfectly.

So much interest was aroused by these two exhibits at Louisville that a number of requests have already been received to have them at state meetings and library schools. Both of the exhibits were prepared with this in view and each of them is provided with a large shipping case. The schedule for the two exhibits as arranged up to date is as follows, (1) referring to the bookbinding exhibition and (2) referring to the publicity exhibit:

- (2) Massachusetts-Rhode Island meeting.  
Plymouth ..... July 5, 6, 7, 1917
- (2) Simmons College Summer School  
July 9-14, 1917
- Boston Public Library .. July 16-21, 1917
- (1) Ohio State Summer School  
July 6-20, 1917
- Indiana Summer School  
July 23-Aug. 15, 1917
- (1 and 2) Pennsylvania meeting  
Sept. 20-22, 1917
- Iowa meeting ..... Oct. 9-11, 1917
- Indiana meeting ..... Oct. 17-18, 1917
- Kansas meeting ..... Oct. 23-25, 1917

Will all of those who have seen these exhibits at the Louisville or state meetings please help by sending in duplicates of any

publicity samples which were actually shown in the exhibit, or any that they think are as good or better than those shown.

JOSEPH L. WHEELER,  
*Youngstown, Ohio.*

#### THE "SALUTE TO THE FLAG"

HERBERT W. FISON, librarian of the Public Library in Malden, Mass., has solved the mystery of who really did write the "Salute to the Flag," used by all public schools throughout the country. Both William T. Adams (better known as "Oliver Optic"), and Hezekiah Butterworth were named by Boston papers as the author, and Mr. Fison wrote to the *Youth's Companion* which had first published the "Salute," to discover the facts. The following letter was received placing the authorship once and for all:

June 14, 1917.

Dear Sir:

We can assure you positively that there is no truth whatever in the story that the "Salute to the Flag" was written by the late Oliver Optic. The other account that credits it to the late James B. Upham of Malden, is correct.

It was Mr. Upham who started and mainly carried through the *Companion* campaign to place the flag on every schoolhouse in the United States—a campaign that was completely successful. The "Salute to the Flag" was written by him in collaboration with the editors in connection with the campaign, as a part of the ceremony to be observed by the school children.

When the Columbus anniversary came in October, 1892, it was the *Companion's* idea that the flag should be saluted simultaneously by all the school children in the United States. That idea was carried out and the "Salute to the Flag" was used. If there is any other definite question that you would like to ask about the matter, we should be very glad to answer it if we can.

Very truly yours,  
THE EDITORS.

SHORTLY after the great fire of 1871, says the *Journal of Education*, Thomas Hughes, author of "Tom Brown's school days," and others started a movement in England with an appeal to authors, publishers, scientific societies and literary institutions which resulted in the donation of several thousand books toward the formation of a free library in Chicago.

## HOME READING COURSE FOR CITIZEN SOLDIERS

THE War Department began Monday, Aug. 13, to issue a series of 30 articles as a course of preliminary instruction for the men who have been selected for service in the National Army. The lessons, which are written in simple, non-technical language, were formulated by the War Department in response to an apparently general demand for such information as they embody, and while designed primarily to prepare the selected soldiers for the intensive training ahead of them this fall, they are expected to prove almost equally interesting to the other hundreds of thousands who will probably be called to the colors later and to relatives and friends of men now enrolled or likely to be enrolled in the army. Here is a list of the subjects covered:

1. Your post of honor.
2. Making good as a soldier.
3. Nine soldierly qualities.
4. Getting ready for camp.
5. First days in camp.
6. Cleanliness in camp.
7. Your health.
8. Marching and care of feet.
9. Your equipment and arms.
10. Recreation in camp.
11. Playing the game.
12. Team work in the Army.
13. Grouping men into teams.
14. The team leaders.
15. Fighting arms of the service.
16. Staff branches of the service—I.
17. Staff branches of the service—II.
18. Army insignia.
19. The Army system of training.
20. Close-order drill.
21. Extended-order drill.
22. Guard duty.
23. Getting ahead in the Army.
24. Army courtesy.
25. Discipline and respect for the colors.
26. Some Army traditions.
27. The spirit of the service.
28. Why we fight.
29. The war in Europe.
30. The soldier in battle.

The reading course is being supplied to daily newspapers, and the series are also being printed in the *Official Bulletin*.

## WAR LIBRARY FOR WOMEN

ESTABLISHMENT of a library dealing with subjects which concern women and children of the United States, as well as foreign lands, in the war is one of the features of the work being done by the woman's committee of the Council of National Defense. This library is being established by Ida M. Tarbell, a member of the committee.

The library promises to be comprehensive. It will offer information on women in industry, child labor superimposed by war conditions, social settlement work during the war, girls' clubs, the maintenance of industrial standards in regard to conditions, hours, and wages of women and children, legislation to meet the needs incident to the war, and, in fact, every point of interest to women and children.

### NERVES

*(Children's Room, 4 p.m.)*

Now that school is over here we have the rush,  
Children jammed about the desk like any baseball crush.  
All the college yarns are out and fairy tales are few,  
Half a dozen boys and girls a-jabbering at you.

Leave your resolutions and your theories behind.  
There's not half a second free to form the infant mind.  
"Have you Pollyanna?" "Is Rebecca in today?"  
"I want Cinderella," while you stand like one at bay.

Horrid little foreigners, brown with aged dirt!  
Horrid high-school girls who live just to laugh and flirt!  
Horrid altruism which talks such horrid rot,  
And calls us missionaries, tho the heavens know we're not!

Horrid, horrid meetings of the pompous A. L. A.  
Which show the tired assistant how to tread the shining way,  
When all that she desires is to rest her weary soul,  
And build a stately altar to the god of birth control.

## Library Organizations

### NATIONAL EDUCATION ASSOCIATION— LIBRARY DEPARTMENT

The first meeting of the Library Department of the National Education Association which was assembled in Portland, Oregon, for its fifty-sixth annual convention, was held in Library Hall, the auditorium of the Public Library, at two o'clock on Wednesday, July 11, with Harriet A. Wood, school librarian of Portland, presiding, and about seventy teachers and librarians present. The theme of the first meeting was the methods of instruction of elementary and high school pupils in the use of books and libraries. The subject was opened by the excellent paper, "Problem method of instruction and its probable correlations in library service and administration," by Dr. Herbert G. Lull of the State Normal School, Emporia, Kansas. The striking suggestion of Mr. Lull's paper was the recommendation of those favoring supervised study that discussion of a lesson or problem assigned precede the study period, so that the salient difficulties might be discovered and fitting guidance given. This plan could be followed to great advantage with the problem method of library instruction. D. D. Johnson of the University of Washington, Seattle, in discussing Mr. Lull's presentation of the matter showed a live interest in the subject. A careful paper prepared by Willis H. Kerr of the State Normal School, Emporia, Kansas, was read in Mr. Kerr's absence by W. E. Henry of the University of Washington Library. Loa E. Bailey of the East Portland Branch Library and Emma E. Barette of Buckman School, Portland, then related some of their experiences with library instruction, their opposite viewpoints showing the desirable give-and-take attitude of close co-operation between libraries and schools.

At the morning session on Thursday, July 12, held in the story hour room of the Public Library, Louise Smith, librarian of Lincoln High School, Seattle, presided; and this session, devoted to high school library problems, attracted 49 visitors. The ever-perplexing subject of clippings and pamphlets and their most efficient care was ably handled by Estelle Slaven of the schools division of the Seattle Public Library. Miss Slaven advocated the use of the vertical file and expressed a decided preference for sub-division of subjects rather than by classification numbers; others were equally decided in favor of classification numbers. Miss A. K. Fossler,

head of the technical room of the Library Association of Portland, next explained how her division of the Public Library disposes of clippings, keeping them unmounted, by subjects, in envelopes, one for each month where demand for the subjects warrants. Mr. Henry of the University of Washington Library touched upon some college library aspects of the problem. An interesting contribution to the round table was then made by Marion Lovis, librarian of the Stadium High School, Tacoma, and by Miss Pope of Lincoln High School, Tacoma, both of whom told of student committees appointed in their respective libraries to promote library interests and arouse library enthusiasm, these committees giving plays and adopting other means of raising money to help popularize and advertise the library. Ruth Paxson, recently appointed school librarian in Salem, Oregon, then described the Salem plan. The question box conducted by Harriet A. Wood brought out further queries about care of clippings, and questions on plans for reading clubs.

About 80 were in attendance at the Thursday afternoon session held in Library Hall, when the chief contributor to the program was J. A. Churchill, Oregon superintendent of public instruction. His paper on "State supervision of school libraries" commanded close attention and received many commendations. Regarding the development of Oregon's State Library as "probably typical of all other states," Mr. Churchill said: "In so far as its work relates directly to the schools, it has attempted to accomplish four things: (a) To place an adequate reference library in every rural and village school; (b) To standardize all libraries as to content; (c) To avoid wasteful expenditures thru agents or experimental buying of books; (d) To avoid scattering of books and make possible the building up of school libraries. Aside from the mandatory purchase of a library by every school, and the levying of a tax for library purposes by each county, the most essential features of the state law for the accomplishment of these four aims are the issuing by the State Library of lists, from which all books must be selected by the districts at a stated time, and the purchase annually by the State Library Board, after receiving competitive bids, of all books ordered by the counties from these lists. It is believed that this centralized buying enables Oregon to offer very low prices. Showing the attitude of the state department of education toward reciprocity between school and

library, Mr. Churchill said: "The policy of the department has been to ask school boards in all towns employing ten high school teachers to select as one of its members a trained librarian who will devote her full time to supervising the work of the high school library."

This paper called forth discussion of various plans of co-operation between school and library boards, such as those of Ashland, Albany, and La Grande, and comment from Mr. Henry as to conditions in Washington.

Following this discussion, Mr. Churchill was called upon to present his second topic which had been postponed from the morning session,—"The librarian in the high school—her status, qualification, salary, and defined duties." In brief, the qualifications recommended were graduation from a standard college or university and, in addition, from a library school of recognized standing. A librarian thus qualified should be given the status and salary of high school teachers. Miss Wilkins, librarian of Flathead County High School, Kalispell, Montana, in commenting upon qualifications said that the one which had helped her most in her problems had been a sense of humor.

The next topic, "Library opportunities in junior high schools," was presented by Laura C. Bailey of Salem, Ore. Miss Bailey feels that the junior high school period is the most important for the encouraging of reading, as by this time the mechanics of reading have been conquered and the time is ripe for instilling a love of reading for its own sake. She recommends the reading of good books rather than of many. The means used by her to arouse interest, through reading aloud, dramatizing, clubs, and so forth were entertainingly described.

The last number on the afternoon program was given by Sabra Conner of Shattuck School, Portland, who told of her experiences in making reading a pleasure to grade boys and girls, and of the happy results obtained, especially with some foreign children. It made one almost gasp with surprise to be told that in Miss Conner's classes dramatic performances, usually of favorite scenes from books or plays, but often of original productions, are almost a weekly event.

The final meeting of the library department, held in the story hour room of the library on Friday morning, was a business session, devoted to election of officers and reading of reports. The new officers are: President, C. C. Certain, Cass Technical High School, Detroit, Mich.; vice-president, Lu-

cile F. Fargo, North Central High School, Spokane, Wash.; secretary, Lucy E. Fay, University of Tennessee, Knoxville, Tenn.

An exhibit of library work with schools was held at the Public Library. Newark, Los Angeles, and Pittsburgh were the chief outside contributors. A librarian was stationed in the lobby to greet all visitors and the register kept there contains over 400 names from all parts of the country. There was great interest in the lists and pamphlets for free distribution. The story hour room was a most attractive place for such an exhibit, which consisted of books for home reading and reference, attractive editions for grade and high school, scrap-books from a number of important high schools, views of school work, especially class work with children, and many pictures displayed as decorative panels and series, such as the Violet Oakley William Penn pictures, Boutet de Monvel's Joan of Arc, and Sargent's Prophets. Smaller pictures were displayed upon screens. A number of exhibits—butterflies, shells and various industries—were placed in the lobby, where the revolving rack, showing the high school work in Los Angeles, attracted special attention.

RUTH FLEMING.

#### PLYMOUTH MEETING

A tri-club library meeting was held at Plymouth, Mass., from Thursday to Saturday, July 5-7. The meetings were divided among the Massachusetts, Rhode Island and Old Colony Library Clubs, each providing portions of the program. The opening session on Thursday evening was in charge of the Massachusetts Library Club and President Loring presided. A cordial welcome to the town and library was extended by William Hedge, president of the board of trustees of the Plymouth Public Library. Arthur Lord, of the tercentenary commission, spoke on "The Pilgrim tercentenary in 1920." A comprehensive and admirable review of "Books about New England" was given by J. Randolph Coolidge, Jr. George L. Lewis spoke of the death of William I. Fletcher, formerly librarian at Amherst College, and for many years a leader in library work. Mr. Lewis gave a review of Mr. Fletcher's library activities and spoke of the qualities which endeared Mr. Fletcher to his associates as a man and companion. B. A. G. Fuller of Harvard University gave an address on "Recent philosophical literature."

The following nominations were made and accepted by vote: President, Katharine P. Loring; vice-presidents, E. Louise Jones, May

Ashley, and Mary L. Lamprey; secretary, John G. Moulton; treasurer, George L. Lewis; recorder, Frank H. Whitmore.

A "New book symposium," calling attention thru a printed list to recent books of conspicuous merit, was provided thru the work of a committee consisting of Mary L. Lamprey, Alice M. Jordan and George H. Evans. The discussion of new books was followed by a paper on "Library advertising thru exhibitions," by Effaline H. King.

The session on Friday evening was in charge of the Rhode Island Association. The president, Joseph L. Peacock, of Westerly, R. I., presided. At the beginning of the session John A. Lowe, Agent of the Massachusetts Free Public Library Commission, was asked to speak on the subject of library work during the war, and gave a comprehensive survey of the work already planned or under way.

At the business meeting of the Rhode Island Association the following officers were elected: Bertha H. Lyman, president; William D. Goddard, first vice-president; Luella K. Leavitt, second vice-president; Marian A. Cooke, secretary; Amey C. Wilbur, recorder; Lawrence M. Shaw, treasurer; J. L. Peacock, George L. Hinckley and Lillian L. Davenport, executive committee.

A paper on "The amateur professional" was presented by Harry L. Koopman, librarian of Brown University. W. D. Goddard, librarian of the Deborah Cook Sayles library, at Pawtucket, gave a very lucid and able discussion of the subject "Politics of war."

The session on Saturday morning was in charge of the Old Colony Library Club, the president, Gertrude M. Gleason, presiding. During the transaction of business the following officers were elected: Mrs. Julia M. Morton, president; Mrs. Jennie L. McLaughlin, vice-president; Helen A. Brown, secretary; Mrs. Hattie A. Gary, treasurer.

Albert H. Hall, of Boston, spoke on the topic "The relations of the library and the bookseller." E. Kathleen Jones, of the library of the McLean Hospital, Waverley, read a paper on "Helps to emotional poise." It was a stirring and inspiring appeal which Miss Jones made for a rational outlook in the present war crisis and to remain steadfast to the ideals which the country had placed before itself.

Sarah Louise Arnold, dean of Simmons College, spoke on the subject "Conservation and home economics." In the present discussion of this question, Miss Arnold said, the public schools and the public library emerge as helpful factors. New books are of the utmost

need and it is necessary for the public libraries to continue their assistance and co-operation. In connection with this subject the people of a community may be divided into three groups: (1) those who know something of the subject; (2) intelligent people who have not become acquainted with the work in this field; and (3) the large group which needs direction and teaching. Thoughtful people must learn to do their own thinking and relate it to their reading and study. In order to avoid panic and misunderstanding an interpreter is needed to further the work of Mr. Hoover and the country. The intelligent middle group may render a real service by meeting in small, informal neighborhood conferences. These would form the basis for an intelligent expenditure of money. How children should be fed, how milk should be kept and vegetables and fruit bought are highly important things to have generally understood and accepted. All should learn to think that we are enlisting to be more thoughtful in wise expenditure for food. "Economy," Miss Arnold said, "does not mean going without, but buying wisely the necessary things." Two special needs are (1) the neighborhood group and (2) the development of food thrift centers. To aid in a better understanding of the subject libraries should collect printed material, crude and miscellaneous as it is. The assistance of the library in the collection and dissemination of this material is sorely needed.

Following the remarks by Miss Arnold, Mr. Lowe spoke briefly on library service in war time.

FRANK H. WHITMORE, *Recorder*.

#### NEW YORK LIBRARY ASSOCIATION

The Program for Library Week, Sept. 17-22, is complete and has gone to press. The Library War Service campaign to be conducted for the Government by the American Library Association will be inaugurated the week following the conference. The campaign director, Harold Braddock, will be at the meeting to present the plan of the million dollar fund for reading for the soldiers. Other speakers will discuss the great project which is of international importance. The general program promises to be of lively interest.

The Manual (the first in five years) will be printed for distribution at the conference. It will contain 600 names! The goal set for the association's effort to increase the membership was 500.

Word comes that a "great many" are making reservations. Apply for accommodations to the Lakewood Farm Inn, Roscoe, N. Y.

EDWARD F. STEVENS, *President*.

## MAINE LIBRARY ASSOCIATION

The twenty-fourth meeting of the Maine Library Association was held in Kittery, Maine, May 25-26. The historic town and the hospitality of its citizens combined to make the occasion one of the pleasantest in the history of the association. The business session opened Friday afternoon, the twenty-fifth, at 2:30, with Mr. Flagg, the first vice-president in the chair. A most cordial welcome was given to the visitors by Alexander Dennett, president of the trustees of Rice Public Library, and Miss Gilmore of the Maine Historical Society responded for the association. The officers elected for the new year were: President, Henry E. Dunnack, Maine State Library, Augusta; vice-presidents, William H. Hartshorn, Bates College, Lewiston, and Annie Prescott, Public Library, Auburn; secretary, Marion Brainerd, Maine State Library, Augusta; treasurer, Edna A. Goodier, Thornton Academy, Saco.

Short addresses were given by Miss Fernald of the Portsmouth (N. H.) Library and Mr. Flagg of the Bangor Public Library. A paper written by Grace H. Bolton of the Bangor Public Library on "Library work with children" was read by the secretary. Helpful discussions followed each address.

The evening session opened with a short round table on summer work, Sunday opening, etc. An historical sketch of Kittery, written by Mr. Dennett and read by Mrs. Elmer J. Burnham, and an illustrated address by George D. H. L'Amoureaux completed a day of interest and enjoyment for all.

Saturday morning, under the direction of Mr. L'Amoureaux, excursions were made to the many points of historic interest in and around Kittery. Warm words of praise and pleasure were extended to Eleanor L. Lovell, librarian of Rice Public Library, for her successful management of the meeting.

MARION BRAINERD, *Secretary.*

## ANN ARBOR LIBRARY CLUB

The last year of the Ann Arbor Library Club, the second under the administration of Esther A. Smith as president, has been a successful one from every point of view. Our membership has increased from fifty-two to sixty-seven, and our average attendance, for the eight meetings, from thirty-three to forty-four.

While we have had no one signal event, like the meeting of the state library association of the year before to heighten our interest, we have nevertheless enjoyed a uniform growth

in appreciation and enthusiasm as well as in numbers.

Our studies have this year grouped themselves around the activities of different classes of libraries. At the October meeting we enjoyed a series of reminiscences of twenty-five years in our own university library, given by B. A. Finney. In November we were indebted to William N. Bishop for a stereopticon study of the Library of Congress. In December, Mary P. Farr of Philadelphia entertained us with an account of her work in organizing libraries in Maryland while a member of the state library commission. In January, Miss Betz and other members of the university library staff interested us in college and university libraries. In February, Marie Newberry, of the staff of the New York Public Library, acquainted us with the workings of that institution. In March, Gertrude Walton, librarian of the State Normal College, assisted by other Ypsilanti librarians, gave us a résumé of normal and public school libraries. In April, we abated our zeal for library knowledge to enjoy a miscellaneous program in charge of Nellie Loving, librarian of the Ann Arbor Public Library, including a paper on Stephen Leacock by Ellen Hogeboom. The May-June meeting, in still lighter vein except for the serious business of electing officers for the coming year, was held at the residence of Dr. Joseph Steere, on Packard Road. The weather was too cool to admit of the hoped-for lawn party, but the gathering lost little of its picnic spirit by adjournment to the hospitable parlors, where a picnic supper and a pleasant social hour made a fitting climax to a profitable year.

The annual election took place with the following result: President, F. L. D. Goodrich; first vice-president, Gertrude Walter; second vice-president, Ellen Hoffman; secretary, Florence Peters; treasurer, Mrs. Flora Bates.

EVELYN H. WALKER, *Secretary.*

## OHIO LIBRARY ASSOCIATION

In co-operation with the state department of library organization, district meetings were conducted by the Library Extension Committee of the Ohio Library Association, at the following places: Springfield, May 4; Fremont, May 8; Coshocton, May 11; Kent, May 18; Lima, May 25; Athens, June 1.

The total attendance at these meetings was two hundred and twenty, the largest attendance at any single meeting being that at Kent, where ninety-five librarians and trustees were present. The meetings were arranged expressly to provide for informal conferences of libra-

rians and trustees to consider practical every-day topics relating to the progress and daily needs of the libraries of the state. The satisfactory attendance and general participation in the discussions made the district meetings successful.

The subjects discussed were selected from a list which had been sent out to all the libraries, and which were marked by the librarians as being most desirable. The topics receiving the greatest consideration were "The county library," "Library funds," "Book selection and buying" and "Publicity."

J. HOWARD DICE.

#### EAST CENTRAL ILLINOIS LIBRARY DISTRICT

The second annual conference of the East Central Illinois Library District was held at the University of Illinois, Urbana, July 19.

The district comprises 22 libraries in and around Urbana. Notwithstanding the warm July day, the libraries were well represented by librarians and trustees. The Summer Library School students were also in attendance.

Miss Wright, of Springfield, Ill., read a paper on the library extension work of the Springfield Public Library. This was followed by "Township extension work" by Kate D. Ferguson, librarian of Township Library, Gilman, Ill. Publicity was the subject of the paper read by Lydia Margaret Barrette of Jacksonville, Ill.

#### DES MOINES LIBRARY CLUB

When the Iowa Library Association met at Des Moines in 1909, the local libraries, consisting of state, city and college, banded themselves together and appointed committees to entertain properly the visiting librarians. Out of this temporary organization grew the Des Moines Library Club which has thrived for eight years and now has a membership of 62 active and 32 associate members. Meetings are held bi-monthly from October to June. Members anticipate the dates and frequent opportunity is given to bring guests.

The series of meetings planned by the program committee for the year just closed proved very entertaining and were greatly enjoyed. When possible, advantage was taken of special dates or events to make the meetings more attractive. The club was twice invited to meet where art exhibitions were being held; namely, at the State Historical Building when the Swedish National Art Exhibit was displayed, and again at the City Library when the pictures of the Iowa Art Guild were on exhibition. Each time short interesting talks on the pictures were given.

A feature of the annual banquet in December was the attendance of the State Board of Control and the superintendents of state institutions as guests, with an address by Miriam Carey, librarian of the state institutions libraries of Minnesota.

During the winter, a pleasant social courtesy was the valentine party and reception extended by the club at the City Library to the members of the legislature and their wives then in the city.

At the April meeting, Prof. Edwin Diller Starbuck of the state university was invited to give his lecture on "The nature of beauty." This was illustrated with music and slides and proved a real treat.

The final meeting was an outdoor gathering at Union Park. Picnic dinner was served at flag-decorated tables, and the spirit of the times evidenced in patriotic songs and toasts. The officers for 1917-1918 are as follows: Reba Davis, president; Ella McLoney, vice-president; Mrs. L. E. Jones, secretary; Mrs. Eva C. Page, treasurer; Rae Stockham, chairman program committee; and Jessie Swem, chairman social committee.

BERTHA L. HESS, *Secretary.*

#### THE PENNSYLVANIA LIBRARY CLUB

The last meeting of the Pennsylvania Library Club for the season of 1916-1917, was held at the H. Josephine Widener branch of the Free Library of Philadelphia on Monday evening, May 14, with 145 members present and Mr. Ashurst presiding. Twenty-four new members were added to the club, and the following officers were elected to serve for the ensuing year: President, John F. Lewis; first vice-president, Morris Jastrow, Jr., Ph.D.; second vice-president, E. Mae Taylor; secretary, Jean E. Graffen; treasurer, Bertha Seidl Wetzell.

The State Librarian of Pennsylvania, Dr. Thomas Lynch Montgomery, then read a very interesting paper on the early history of the club entitled "In the beginning." Dr. Montgomery stated that on Jan. 29, 1892, about twenty librarians met at the Drexel Institute to talk over the formation of a club, Miss James, Mr. Barnwell, Miss Kroeger, and himself, being among those present. This meeting was the result of a notice which had been sent to the librarians throughout the state which read as follows:

*To the Librarian of .....*

At the last annual meeting of the American Library Association, held at Fabyans, New Hampshire, September 9th to 13th, 1890, the importance of State associations of librarians and others interested in the formation and management of libraries was discussed and emphasized, and the great benefits to

be derived from such organizations were clearly shown.

The librarians present at the conference from this State, appreciating fully the advantages of co-operation in library work, therefore propose to form a Pennsylvania State Library Association for the following purposes:

1. To bring together, at least once a year, the officers of the various libraries in the State to discuss the best methods of administration with regard to the libraries and the public.

2. To stimulate library interests in the State by means of addresses, newspaper articles, printed matter, and especially by the meetings of the association in different parts of the State.

3. To secure the enactment of State laws for the formation and better protection of libraries.

4. To obtain a systematic distribution of State documents, an interchange of duplicates between libraries, and also a system of interlibrary loans.

5. To bring the State of Pennsylvania into line with the northeastern states as regards the number and efficiency of the public libraries within her borders, and to place her in the front ranks in educational interests.

There are about 300 libraries of various kinds in Pennsylvania and the advantages of a local association are obvious.

It will be a comparatively easy and inexpensive matter to bring together a good representation of librarians and others interested to our meetings, and the unfailing quickening and enthusiasm which such meetings always create will react upon our libraries with great power. In union there is life and strength, and in the union of our library interests we can advance them incalculably, and also create a life and influence which will stimulate the cause of education throughout the State.

If you are at all interested in the formation of such an association we would like to hear from you. If you have had experience in library work we want the benefit of your experience for ourselves and others. If you are a novice in the work you will doubtless be benefited by the experiences of others. In either case we will need your interest and enthusiasm to make our organization a success.

Please let us know whether you will join us, and also whether you have any preference for a place of meeting. Yours truly,

J. EDMANDS, Mercantile Library, Philadelphia, Pa.  
H. P. JAMES, Osterhout Free Library, Wilkesbarre, Pa.

T. L. MONTGOMERY, Wagner Free Institute of Science, Philadelphia.

"Thirty eight members were enrolled . . . and it was not until Mar. 21 that Mr. Edmands, the first president, called to order a real meeting consisting of twenty-one members . . . At the meeting a change in the title of the organization was made from the Philadelphia Library Club to the Pennsylvania Library Club.

The first meetings of the club were largely given up to discussions of library affairs but in 1893 matters of cognate interest were introduced. Mr. Talcott Williams spoke upon "Public documents" and from that time on many of the addresses were literary in their character rather than technical.

"A worthy effort of the club was the publication of Occasional Papers and I am sorry to say that this has been discontinued. In 1897 thru the co-operation of Mr. Thomson and Frank P. Hill, now librarian of the Brooklyn Library, the first joint meeting of the New Jersey Library Association and the Penn-

sylvania Library Club was held at Atlantic City. . . . The twenty-first annual meeting of these two Associations took place on March 2-3, 1917. . . . The Atlantic City people generally give credit to the combined Associations for the establishment of the Free Library in Atlantic City. . . .

"The club has always stood for that which was best and has been successful when it has undertaken to forward any useful work. Altho the road has not always been smooth during the twenty-five years of its existence we have every reason to be proud of the record."

At the close of Dr. Montgomery's very interesting address, Mr. Ashurst resigned the chair to John F. Lewis, the newly elected president. The meeting was followed by the usual reception.

JEAN E. GRAFFEN, *Secretary.*

#### BERKSHIRE LIBRARY CLUB

At the invitation of the Berkshire Athenaeum at Pittsfield, the Berkshire Club met there Friday, June 22, at 10:30 a. m. for their summer meeting. At the business session, at which Miss E. O. Fitch presided, Mr. Ballard of Pittsfield, gave an interesting talk about the Museum of Natural History, describing the different collections and telling how many of them were obtained. After a short visit to the museum twenty-one members went to the Pittsfield Boat Club, where luncheon was served thru the kindness of the board of trustees of the Athenaeum. At the afternoon session Mrs. A. M. Hillier gave an instructive talk on "Library work with schools," telling of the beginning of that work in Newark and of the great interest that had been aroused among the teachers and pupils. Miss Agnes Goodwin of Stockbridge gave an excellent paper on "The collection and preservation of local historical material." Miss Goodwin suggested that each librarian might offer her services as a town historian for collecting and compiling facts that might be of interest to future generations. Miss Emma Sheldon of Great Barrington spoke on "Gardening and home decoration," giving some helpful hints and suggestions.

LYDIA A. FULLER, *Secretary.*

#### TENNESSEE LIBRARY ASSOCIATION

The annual meeting of the Tennessee Library Association was held in Louisville, Kentucky, June 22, 1917, with nineteen members present. The place and date of the meeting, which consisted of a luncheon and a business session, had been set so as to coincide with the meeting of the American Library Association, in order that Tennessee

might furnish the largest possible attendance for both meetings. Upon recommendation of the nominating committee, all officers were re-elected. They are as follows: President, Charles D. Johnston, Cossitt Library, Memphis; first vice-president, Dora Sanders, Vanderbilt University Library, Nashville; second vice-president, Louise MacMillan, Chattanooga Public Library; secretary and treasurer, Mary U. Rothrock, Lawson McGhee Library, Knoxville.

MARY U. ROTHROCK, *Secretary.*

#### WESTERN MASSACHUSETTS LIBRARY CLUB

The summer meeting of the Western Massachusetts Library Club was held June 22 at the Goodwin Memorial Library, Hadley. At the morning session the following officers were elected: President, Hiller C. Wellman of Springfield; vice-president, James A. Lowell of Amherst, and Hazel Benjamin of Easthampton; secretary, Georgina E. Carr of Springfield; treasurer, Fannie Childs of Springfield; and recorder, James A. Powell.

A roll call of the libraries represented in the club followed the business meeting, the general subject being "Notes of progress in our library during the year." Responses were made by librarians and others from Springfield, Easthampton, Northampton, Westfield, Holyoke, Greenfield, Granby, Amherst, Chicopee, South Hadley, Hadley, and Ludlow and Wilbraham, and there were many interesting and valuable suggestions. One librarian reported the use of moving pictures to advertise the reading room of the library, which was little used by adults. Another spoke of making a special collection of texts used in the schools for the benefit of teachers and parents.

The chief speaker of the morning was Marion Dodd of the Hampshire Bookshop, Northampton, who talked on the "Relation of libraries to the book-trade."

In the afternoon the club had the pleasure of hearing Clarence Hawkes, the blind poet of Hadley, who recited selections from his works and told a touching story by Mrs. Annie Fellows Johnston, which brought vividly to the minds of the audience the struggle for courage and cheer thru which the speaker himself must have passed.

The second address of the afternoon was by Prof. Henry M. Bowden of the American International College, Springfield, who took as his subject, "Present-day Russia." Prof. Bowden has traveled in Russia, and so was able to speak from personal observation. He emphasized the great change that has come to that country during the last fifty years, for it has become largely manufacturing instead

of almost purely agricultural. The great estates are centres of the beet-sugar, hemp rope and other industries. The Russians are aiming to develop manufactures side by side with agriculture. Russia has tremendous unused mineral resources and large tracts of timber, most of which were owned by the czar until recently. In speaking of political conditions, Professor Bowden said that the inadequacy and inefficiency of the old régime were responsible for its overthrow. Because of the steady effect of the *zemstvos* which would prevent local disturbances, the speaker thought that there would be no outbreak in Russia comparable to the French revolution. Neither did he think that Russia would make a separate peace, for a very small percentage of the people want peace at this time, namely the followers of Tolstoi who are opposed to war in general, the adherents of the Czarina, and the Marxian socialists.

#### PUGET SOUND LIBRARY CLUB

The Puget Sound Library Club met in Seattle on May 25. At the afternoon session Zulema Kostomlatsky, the president, addressed the club on "Books and the war." The effect which the war is having upon book production as a whole was dealt with very interestingly and a number of war novels were reviewed briefly in a way that stimulated a desire to read for oneself.

E. F. Dahm, instructor in business administration at the University of Washington, spoke on "Counter service." What the library can learn from efficient store service was the point of his talk and it was certainly thought-provoking.

During and after the cafeteria dinner at the Y. W. C. A., where the meetings were held, the librarians attending took advantage of the opportunity to get better acquainted, which is, after all, the prime object of the club.

At the evening session Mrs. Edna Lyman Scott gave a delightful talk upon "Illustrators of children's books." This was illustrated with stereopticon slides from the collection of Charles E. Rush. A number of children's books by the best illustrators were upon display.

This, the second meeting of the Puget Sound Library Club, was attended by over 100 librarians from western Washington and British Columbia. The interest and enthusiasm shown were perhaps even greater than at the first meeting, which, we trust, promises a continued happy existence and growth. Mary Lytle, assistant librarian of the Tacoma Public Library, was elected president.

C. H. COMPTON.

## BAY PATH LIBRARY CLUB

The annual meeting of the Bay Path Library Club was held at the Public Library, Millbury, Mass., on June 14. An address of welcome by James W. Robertson was followed by a brief business meeting in which the treasurer reported \$99.15 in the treasury. The following officers for 1917-18 were elected: President, Mrs. Robert K. Shaw, Worcester; honorary vice-president, M. Anna Tarbell, Brimfield; vice-presidents, George L. Wright, Boylston; Mrs. Harriet G. Brown, Brookfield; secretary, Mabel E. Knowlton, Shrewsbury; treasurer, M. Grace M. Whittemore, Hudson.

The discussion of "Questionable books and their substitutes" led by Miss Keyes of Lancaster, was most interesting, and included many of our popular fiction writers. Robert K. Shaw, of Worcester, and Katherine Cook of Worcester assisted in the discussion, while Dr. Louis Wilson, of Clark University spoke informally on the duty of a librarian to the public in regard to the purchase of fiction—questionable or otherwise.

James A. Moyer, director of the Department of University Extension, Boston, spoke on "University extension and public libraries," explaining the many ways in which the libraries can co-operate in this educational field, new to Massachusetts.

Mrs. Annie Russell Marble of Worcester gave a delightful talk on "The modern heroine in literature and some of her older sisters."

FLORENCE E. WHEELER, *Secretary.*

## MASSACHUSETTS LIBRARY CLUB

The autumn meeting of the Massachusetts Library Club will be held at the Boston Public Library, Tuesday, Sept. 11, at 10 a. m. The meeting is called chiefly to plan for "Camp Library Week," which begins Sept. 24, when funds must be raised to carry on the Library War Service during the next three years. Details of the program will appear later. The usual October meeting will be omitted.

JOHN G. MOULTON, *Secretary.*

## SOUTHERN WORCESTER LIBRARY CLUB

The meeting of the Southern Worcester Library Club was held in the Thayer Memorial Library, Uxbridge, Mass., on July 17.

The meeting was addressed by John Lowe of the Massachusetts Free Public Library Commission, who told of the war work that is being done and can be done by the libraries of the state.

The following committee was appointed by the chair to bring in a list of officers for the annual meeting to be held in October: Harriet B. Sornborger, Rosalie Williams, and Helen A. Fay. LUCY W. BISCOM, *Secretary.*

## Library Schools

NEW YORK STATE LIBRARY SCHOOL  
SUMMER SESSION

The summer session closed Thursday, July 12. The general course given this year extended over the entire six weeks and, as usual, included cataloging with its auxiliary subjects: accessioning, subject headings, and classification. Misses Hawkins and Fellows were in charge of these courses. Government documents were in charge of Mr. Wyer. Mr. Walter taught reference and Mr. Biscoe and Mr. Walter had joint charge of the work in bibliography. The course in book selection conducted by Miss Eastwood departed more than usual from conventional lines and was practically confined to discussions of specific phases of the work likely to give most trouble to the staffs of the smaller libraries. Other subjects and lecturers were as follows: Book repairing by Miss Crissey of the Troy Public Library; Book buying, Elizabeth M. Smith; Organizing the small library, Caroline F. Webster; Traveling libraries, Grace L. Betteridge; Administration, William R. Watson. Special visits to the legislative Reference Library, the State Library bindery, the Albany High School Library and a tour of the State Library quarters under the direction of Mr. Champlin, were regularly scheduled.

In view of the very unsettled condition of affairs thruout the state and the greatly diminished attendance at all kinds of summer courses, the attendance was quite as large as had been anticipated. Those in attendance were:

- Aikenhead, Grace D., B.A. Wells College, 1912; librarian, Industrial Management Library, Rochester Chamber of Commerce.
- Alexander, Frances D., assistant, Albany Free Library.
- Bissell, Inez M., assistant librarian, Crandall Free Library, Glens Falls, N. Y.
- Bovitz, Gertrude, junior assistant, Prospect Branch, Brooklyn Public Library.
- Brown, Alice, children's librarian, Marion Public Library, Marion, Ind.
- Burt, Florence M., assistant, South Bend (Ind.) Public Library.
- Cooke, Rosamond S., substitute assistant, Attleboro (Mass.) Public Library.
- Fagan, Mary J., supervisor of circulation department and reference assistant, Silas Bronson Library, Waterbury, Conn.
- Gaffney, Anna M. (partial work), junior clerk, New York State Library, Albany, N. Y.
- Hale, Helen E., assistant librarian, Pember Library, Granville, N. Y.
- Hodges, Bernice E., B.A., Mount Holyoke College, 1912; secretary to librarian, Rochester Public Library.
- Le Fevre, Almira A., assistant librarian, Ossining (N. Y.) Public Library.
- Millard, Flora C., librarian, Young Men's Library, Tarrytown, N. Y.

Rider, Anna B. (partial work), junior clerk, New York State Library, Albany, N. Y.  
 Saunders, Esther K., junior assistant, 115th Street Branch, New York Public Library.  
 Smart, Eleanor E. (partial work), junior clerk, New York State Library, Albany, N. Y.  
 Van Gorder, Edith, substitute assistant, Marion (Ind.) Public Library.

Announcement is made of the marriage of Florence L. Ingalls, B.L.S. 1914, to Dr. Fred Vosburgh of Standish, N. Y., on Tuesday, July 10.

F. K. WALTER.

*DREXEL INSTITUTE LIBRARY SCHOOL  
ALUMNI ASSOCIATION*

Elizabeth V. Clark, 1900, president of the Drexel Institute Library School Alumni Association, has resigned as librarian of Drexel Institute. After giving a course of lectures on children's reading in the summer school at the Woman's College of Delaware, in Newark, Del., Miss Clark plans to spend some time resting and traveling before resuming library work.

Mary Z. Cruice, 1896, has resigned her position with the H. W. Wilson Co., to accept the position of librarian of the American Catholic Historical Society at Philadelphia, Pa.

Isabel Du Bois, 1911, has resigned as children's librarian of the Adriance Memorial Library to become children's librarian of the Yorkville branch, New York Public Library.

Ora Loneene Smith, 1903, for the past four years chief of the order division, Library of the Wisconsin Historical Society at Madison, has resigned. Miss Smith expects to spend the summer in Virginia and South Carolina and to return to library work in the fall.

*UNIVERSITY OF ILLINOIS LIBRARY SCHOOL*

Commencement exercises of the university were held in the auditorium instead of in the armory, since a large number of the graduates had left to enlist in the various branches of the national service, tho the number of degrees was as large as usual. The commencement address was delivered by Prof. W. C. Bagley, who leaves the university this year in order to accept an appointment with the Rockefeller Foundation and Columbia University.

The following ten students, on the recommendation of the faculty of the Library School, were awarded the degree of B.L.S.: Wintress Brennan, A. B. University of Illinois, 1914; Ella Seaver Campbell, A. B. Morningside College, 1913; Lillie Cilley, A. B., Grinnell College, 1914; Florence Margaret Craig, A. B., University of Minnesota, 1914; Florence Hawley Crouse, A. B., Tulane University, 1910; Ruth Edith Hammond, A. B., Drury College, 1914; Nellie Marie Signor, A. B. University of Illinois, 1912; Cena Lavina Sprague, A. B.,

University of North Dakota, 1913; Jessie Beatrice Weston, Ph. B., University of Chicago, 1907; Lois May Wood, B. L., University of California, 1915. Miss Jessie B. Weston was awarded final honors for high scholarship.

The last two or three weeks were full weeks for the Library School students, for in addition to final examinations were a number of picnics, and other farewell social entertainments common to the commencement season. At the library club picnic on May 24, Mary E. Hazeltine was the guest of honor; about 75 of the staff and students were present. The members of the faculty entertained in honor of Mr. and Mrs. Reece, at the home of the director, on the evening of May 22. Mr. and Mrs. Reece leave during the summer for New York City where Mr. Reece will assume the duties of principal of the New York Public Library School. Everyone connected with the Illinois Library School regrets seeing them leave, and extends hearty congratulations to the New York Public Library School.

George B. Utley, secretary of the American Library Association, spoke to the students of the Library School on April 27 on "The library of tomorrow."

Mary E. Hazeltine, of the Wisconsin Library School, addressed the students on May 24 and 25; her first subject being "The great adventure," and her second "The work of the Wisconsin Free Library Commission."

*ALUMNI NOTES*

Susan True Benson, B. L. S., 1916, was married to Charles G. Howard, June 12. Mr. and Mrs. Howard will reside at 1005 W. Green Street, Urbana, Illinois.

Bertha Lee Sharp, 1910-11 was married to Harold H. Schroepel, on Saturday, May 12, 1917. Mr. and Mrs. Schroepel will reside at 605 W. Washington Street, Urbana.

Harriet E. Howe, B. L. S. 1902, resigns from the faculty of the Western Reserve Library School to accept a position with the Simmons College Library School.

P. L. WINDSOR, *Director*.

*CARNEGIE LIBRARY SCHOOL*

*ALUMNAE NOTES*

Grace N. Gilleland, 1908-09, was married July 10 to James Clyde McGregor, in Wheeling, West Virginia. At home cards announce Washington, Pa., after Oct. 1.

Ruth G. Hopkins, 1902-03, has resigned as head of the children's department of the Public Library, Calgary, Canada, to become children's librarian of the Reuben McMillan Free Library, Youngstown, Ohio.

SARAH C. N. BOGLE, *Principal*.

## LIBRARY SCHOOL OF THE UNIVERSITY OF WISCONSIN

The eleventh year of the school ended officially on June 20. The graduation exercises took place at eight o'clock on Thursday evening, June 14. Judge Emil Baensch, of Manitowoc, chairman of the Free Library Commission, presided. Honorable C. P. Cary, superintendent of public instruction, gave a brief talk, emphasizing the importance of acquainting children and adults with the knowledge of sources of information that are contained in reference books. The principal address was delivered by Justice M. B. Rosenberry, of the Wisconsin Supreme Court. Certificates were granted to thirty-six students, and four honorariums of five dollars each, presented by Mr. Bowker, were awarded. These were bestowed for excellence in the best "possible purchase file" to Laura S. Catton on "Feminism" and Emma O. Hance on "Books for house builders"; and for the best bibliographies, to Lillian S. Moehlman on "Shakespeare literature of the tercentenary year" and Harriet T. Root on "English furniture designers of the eighteenth century." Students receiving honorable mention in bibliographic work were Charlotte H. Clark on "English essay periodicals of the eighteenth century," Mae E. Foley on "Some American newspaper humorists," Mildred F. Goodnow on "Library extension in American public libraries since 1900," and Madeline S. Scanlan on "Women and the war." An informal reception concluded the exercises.

Entrance examinations for the class of 1918 were held on June 8, with sixty-eight applicants taking the examinations, an unusual number being students in the university, who desire to elect Library training in their senior year.

The last weeks were marked by several informal social events. Miss Turvill invited the faculty and students to a picnic supper at her home on Lake Monona. The class entertained the faculty on June 12 in the lecture room of the school with dancing and old-fashioned games.

Mr. Dudgeon, Miss Turvill and Mr. Lester represented the school at the Louisville conference.

## ALUMNI NOTES

The Wisconsin Library School dinner was held on Saturday evening, June 21, at the Seelbach, Louisville, with eighteen present. The following were elected officers: President, Blanch L. Unterkircher, Superior, Wis.; vice-president, Georgie G. MacAfee, Evans-

ville, Ind.; secretary, Helen Turvill, Madison, Wis.; treasurer, Elizabeth C. Ronan, Indianapolis, Ind.

Gretchen L. Flower, 1910, who has been attending the University of Wisconsin for the past year, has accepted a position as acting librarian for six months at the State Normal School of San Diego, Cal., commencing August 15.

Helen D. Groves, 1913, has been made assistant librarian of the Illinois State Normal University at Normal.

Catherine E. Head, 1915, was married June 23 to Thomas E. Coleman of Madison.

Stewart Williams, legislative reference 1915, has been appointed legislative reference librarian at Bismarck, N. D.

Gertrude Ludlow Ellison, 1916, assistant reference librarian in the Duluth Public Library, died June 16, 1917. This record of Miss Ellison's death is made with deep sadness as it is the first break in the circle of the graduates of the school. She was a general favorite among both faculty and students during her year of study. Her conscientious work and rare personality won and kept friends for her.

Corinne Carlson, 1917, has received appointment as assistant in the Detroit Public Library.

Mae E. Foley, 1917, has a temporary appointment as assistant for the summer session in the Warrenburg (Mo.) State Normal School Library.

Lillian S. Moehlman, 1917, has accepted a place in the Madison (Wis.) Free Library.

Florence E. Price, 1917, has joined the staff of the Des Moines (Iowa) Public Library.

## SUMMER SESSION

The twenty-second summer session of the Library School opened Monday, June 25, Miss Hazeltine in charge as usual. Miss Turvill is giving the courses in cataloging and classification; Miss Bascom, book selection; Miss Hazeltine and Mr. Lester, reference work; Miss Smith, administration; Miss Cochran, alphabetizing, book repairing, library literature and serials, serving also as chief reviser. To Miss Mueser, 1917, is assigned the courses in loan and library economy; Mrs. Catherine Head Coleman, 1915, is teaching the children's work, and Miss Rolfs, 1916, on leave of absence from the Cleveland Public Library, is general assistant for the session.

Two courses are offered, the usual one for librarians and assistants in small public libraries, and a second one for school librarians. The variation in the two courses is

slight, as the fundamentals in cataloging, classification, library economy and reference are the same for all libraries; matters of administration, book selection, duplication of books, equipment, etc., will mark the difference in the two courses.

There is a total registration of thirty-six for the session, one of the largest sessions the school has ever had; twenty-six are registered for the regular work, ten for the teachers' course. It is almost wholly a Wisconsin session, as the summer school aims to be. There are twenty-nine registered from the state, one each from Michigan, New York, Idaho, Alabama, Missouri, and two from Illinois; of these four are taking the teachers' course.

MARY EMOGENE HAZELTINE, *Preceptor.*

*SIMMONS COLLEGE SCHOOL OF LIBRARY SCIENCE*

The summer class in library science opened July 2, with a registration of eleven in the course in Library work with children and sixteen in that in Cataloging and classification.

Several of the class attended a session of the Plymouth meeting of the Massachusetts Library Club on July 6, and many attended sessions of the conference held at the college.

An informal reception at the Refectory on Monday evening and a tea in the Students' Room on Wednesday afternoon during the second week of the session gave the students and instructors a chance to see each other out of harness for a few minutes.

At the commencement this year the degree of Master of Science, in the Library School, was conferred upon Theodora Kimball, of the class of 1908. Her major subject was a classification and bibliography of city planning, and her minor, a thesis on landscape architecture.

*LIBRARY CONFERENCE*

The conference held this year for the second time, at Simmons, under the joint auspices of the College and the Massachusetts Free Public Library Commission, on July 10-12, was very successful, both in the program presented and in the attendance, which outran expectations, the registration exceeding one hundred the first day, and increasing thruout the session.

*MARRIAGES*

Mildred Fuller, 1910, and Arthur Balkam Taylor were married June 17.

Marjorie Underwood, 1915, was married, June 27, to Charles McIntire Taylor.

*POSITIONS*

Minnie Burke, 1911, has accepted an appointment as cataloger in the Milton (Mass.) Public Library.

Theresa Stuart, 1908, has been appointed on the Maine Library Commission.

Mary Talbot, 1912, has accepted an appointment as general assistant in the New Haven Public Library.

Constance Ashenden, 1914, has been appointed assistant librarian and secretary in the Peabody Museum, Harvard University.

Mary Nimms, 1916, has been admitted to the Children's Training course in the Cleveland Public Library.

Mary Raymond, 1915-16, has received an appointment as cataloger in the McGill University Library.

Katharine Cowles, 1916-17, has accepted a position as cataloger of the Vail collection of the Massachusetts Institute of Technology.

Dorothy Davis, 1916-17, has been appointed first assistant in the Newport (R. I.) Public Library.

Genevieve Drake, 1916-17, has accepted an appointment as general assistant in the Dayton (O.) Public Library.

Dorothy Higgins, 1916-17, has accepted a position as cataloger in the Chicago University Library.

Pearl Mason, 1917, has been appointed assistant librarian in the Leominster (Mass.) Public Library.

Margaret Sheffield, 1916-17, has accepted the position as head of the Congress branch of the New Haven Public Library.

Irelle Tapley, 1917, has been appointed in the cataloging department of the Chicago University Library.

Margaret Wood, 1917, has received an appointment as general assistant in the Public Library of Gardner, Mass.

JUNE RICHARDSON DONNELLY, *Director.*

*LIBRARY SCHOOL OF THE NEW YORK PUBLIC LIBRARY*

Preliminary practice for those students not having previous library experience will begin on Monday, Sept. 10, at 9 o'clock. The regular work of the school will begin on Monday, Sept. 24, at 9 a. m.

*ALUMNI*

Dorothy Kent, a graduate of the first class of the school, died at Sparkill, New York, on July 2 after a long illness.

Forrest B. Spaulding, 1913, is rejoicing in the arrival of a son, John Pierson Spaulding, born June 25. Mr. Spaulding has been appointed librarian of the Des Moines Public Library, Iowa, and has resigned his position as superintendent of traveling libraries in the New York Public Library to take effect August 31.

Isabell Weadock, 1914, is now librarian of the Detroit Museum of Detroit, Mich.

Lillian Hodge, 1915, is now in the Highland Park High School Library, Detroit, Mich.

Margaret Calfee, 1915, has resigned as librarian of the Medical Department of the University of Texas. Her resignation takes effect August 31.

Katheryn E. Rothschild, who nearly completed the junior year, 1916-1917, was married to Julius Blum on June 28.

AZARIAH S. ROOT, *Principal.*

**TRAINING COURSE FOR JUNIOR ASSISTANTS  
OF THE NEW YORK PUBLIC LIBRARY**

The training course for junior assistants of the New York Public Library has been reorganized and placed under the general oversight of the Principal of the Library School.

Miss Marie A. Newberry of the school faculty is in immediate charge of the course. A new circular, giving the course of instruction, has just been issued. The training course aims to train applicants for work as junior assistants in the circulation department of the New York Public Library, and to prepare for entrance examination those who desire to eventually enter the Library School of the New York Public Library.

About seventy persons are in correspondence with the supervisor concerning the training course and twenty have already made formal application for admission. The entrance examination, covering the field of general information, history and literature, will be given on August 31. Instruction will begin September 10.

The training course is entirely distinct from the library school and should not be confused with it. Correspondence concerning the training course should be addressed, Supervisor of Training, Room 73, 476 Fifth avenue, New York City.

**SYRACUSE UNIVERSITY LIBRARY SCHOOL**

The students of the Library School participated in the Commencement of the university June 13. Unusual interest was given to the exercises by the presence of Governor Whitman, who received the degree of Doctor of Laws, and of several military officers, among them Colonel Kennon, commander of the large training and re-mount camp lately established on the state fair grounds at Syracuse.

The commencement address was given by the Rev. Dr. Edwin Holt Hughes, Bishop of the Methodist Church, on the subject, "The perils of knowledge."

The graduates of all the colleges and schools

of the university numbered 680, of whom 19 were from the Library School. Diplomas were awarded to 9 of these, and certificates to 10.

The class included the following students:

Harriette C. Bell, Glens Falls, N. Y.	Beatrice E. Odell, Sharon Springs, N. Y.
Ruth E. Bogart, Syracuse, N. Y.	Laura M. Olmsted, Coudersport, Pa.
Helene C. Bullock, Can-ton, Pa.	Mildred E. Pratt, Olean, N. Y.
Aline Grant, Montreal, Canada.	Ona Ade Rosbrook, Syracuse, N. Y.
Sara E. Greene, Brock-port, N. Y.	Mildred E. Owens, Syracuse, N. Y.
Evelyn M. Hart, Dolge-ville, N. Y.	Hilda Sandberg, Willi-boro, N. Y.
Flora A. Hodge, A. B., Perry, N. Y.	Marie M. Sherwood, Syracuse, N. Y.
Helena H. Hoose, Syra-cuse, N. Y.	Joanna Francis Thomas, Syracuse, N. Y.
Sarah R. Line, A. B., Noblesville, Indiana.	Mildred T. Van Doren, Mt. Vernon, N. Y.
Laura L. Merriman, Gou-verneur, N. Y.	

E. E. SPERRY, *Director.*

**CALIFORNIA STATE LIBRARY SCHOOL**

The fourth class of the California State Library School finished its year's work June 15. The bibliographies required for graduation were prepared on the following subjects:

Edna Bell, Fair Oaks. Playgrounds.	Katharine Cahoon, Berkeley. Women as jurors.
Ella Camper, Berkeley. Medical inspection of school children.	
Virginia Clove, Woodland. Cattle and dairying in California.	
Dorotha Davis, Los Angeles. Art, literature and music in South America.	
Margaret Dennison, Alameda. Education of foreigners in America.	
Batrissé Gagne, Stockton. Housing conditions.	
Margaret Girdner, Sacramento. Flood control (limited to government publications).	
N. Ruth McCullough, Berkeley. Jack London.	
M. Ruth McLaughlin, Pasadena. Jimneys.	
Marion Morse, Berkeley. Josiah Royce.	
Blanche Shadle, Lodi. Zoning.	

During the spring term a number of special lectures on various subjects were given, among them the following:

Harvey Miller. The small community as a field of library service.	Eleanor Hitt, librarian, Yolo County Free Library. Six lectures on children's literature, and four lectures on modern fiction.
Owen C. Coy, secretary, California Historical Survey Commission. The work of the commission.	James D. Blake, Newbegin's, San Francisco. Two lectures on the problems of bookbuying and book selling.
Margaret Shallenberger McNaught, commissioner of elementary education. Library work in connection with the country schools.	Robert Cowan, California bibliographer. Two lectures on California bibliography.
Will C. Wood, commissioner of secondary education. The teacher-librarian regulation, and the high school library.	Aurelia Henry Reinhardt, president, Mills College. California literature.

Of the twelve graduates, some will be employed on the staff of the California State Library, and the rest will go out as assistants in the various county libraries of the state.

**RIVERSIDE LIBRARY SERVICE SCHOOL**

At the summer session, June 25-Aug. 11, thirty-two pupils were registered for the course, and instruction was given by Joseph F. Daniels, Lillian L. Dickson, and Eva West, of Riverside; Julia E. Elliott, Chicago; Helen Evans, San Jose; W. Elmo Reavis, Los Angeles; Adeline B. Zachert, Rochester, N. Y.; and Bessie Sargent Smith, Cleveland, Ohio. Miss Zachert also conducted a series of lectures on story telling and children's literature open to the public during the summer school.

Ruth Anderson, student in the 1917 winter session, has been appointed librarian at Hermosa Beach, succeeding Miss Mary E. Ransom, a former student in this school.

Helen Estill, graduate of the long course, 1915-16, assistant librarian at the Manual Arts High School in Los Angeles, was acting librarian of the Los Angeles High School during the summer session.

Ruth Inwood of the 1914-15 long course was married June 9 to Harry Charles Brown.

Harriet Ferguson of the 1915-16 long course was married in May at the Grand Canon. She is now Mrs. C. S. Henderson and lives in Riverside.

Mrs. Jessamine Abbott, long course student 1916-17, has been appointed librarian of the University of California Citrus Experiment Station located at Riverside.

*JOSEPH F. DANIELS, Librarian.*

**IOWA SUMMER SCHOOL FOR LIBRARY TRAINING**

The sixteenth session of the Iowa Summer School for Library Training was held from June 18 to July 27, in connection with the regular summer course at the University of Iowa, Iowa City.

The corps of instructors included Harriet E. Howe as director; Julia A. Robinson, instructor in library administration; Blanche V. Watts, instructor in cataloging and reference work; Grace Shellenberger, instructor in children's literature; Ada Nelson, instructor in minor topics and reviser, and Jane E. Roberts as resident director.

The list of special lecturers included Prof. H. G. Plum of the University, who gave three talks on the European situation and America's relation to it; Lutie E. Stearns, who spoke on the problem of public leisure and on the book for the adolescent girl; Bessie Sargent Smith of Cleveland, Ohio, who spoke on new poetry and on high school libraries; George B. Utley, who talked about the work of the American Library Association, especially in the present crisis; Johnson

Brigham, who spoke on the relation of libraries to the war; Grace D. Rose of Davenport, who brought a report of the A. L. A. and spoke also on the work of her library; Ada J. McCarthy of the Democrat Printing Company, who discussed the librarian in her business relationships; Grace Switzer of Cleveland, who spoke on publicity; Reba Davis of the Iowa Commission, who talked on the subject of traveling libraries and commission reference work; Hortense Stetler, who spoke on high school work in Mason City, Iowa; and Hazel Clark of the Iowa Commission, who spoke on the problems met by an organizer. A great deal of the success of the session was due to the enthusiasm aroused by these speakers.

Of the list of twenty-two students registered for the regular course this summer, three were from South Dakota and three others were in charge of high school libraries. The rest of the class were, with one exception, from public libraries of Iowa. Six members of the class came from the Des Moines public library. One student registered for the children's literature only, and two teachers carried the course in classification, and one the reference work.

During the session the class contributed \$10 toward the Red Cross and sent \$12 to the War Service Committee for the war work. The Alumnae Association of the summer school is also making a contribution toward the work of this committee.

Various conferences were held at the university during the summer school session and the library school students were scheduled for as much of this outside work as was possible, in order to give them the touch with problems which the librarian must meet in her local work.

*HARRIET E. HOWE, Director.*

**BOSTON UNIVERSITY—COLLEGE OF BUSINESS ADMINISTRATION—LIBRARY COURSES**

The new courses in library economy to be given at Boston University in the College of Business Administration will commence at the opening of the college year the latter part of September. These courses will be under the direction of Ralph L. Power, Librarian of the College and Curator of the Museum. Class hours, detailed information and printed literature of the courses may be obtained by writing direct to Mr. Power.

A partial list of special lecturers in the new work follows:

Frederick J. Allen, A.M., Vocation Bureau of Boston and Lecturer in Vocational Guidance in the College of Liberal Arts.

- "Literature of Vocational Education." Charles F. D. Belden, LL.B., Chairman, Massachusetts Free Public Library Commission; Librarian, Boston Public Library.
- "State Libraries," one lecture. "Public Libraries," one lecture.
- Robert F. Bigelow, Ph.D., Librarian, Massachusetts Institute of Technology.
- "The Library of the Massachusetts Institute of Technology."
- Herbert O. Brigham, State Librarian of Rhode Island.
- "Government Documents."
- J. Morton De Wolfe, A.B., LL.B., B.B.A., The Archway Bookstore.
- "Book Selection."
- J. H. Friedel, A.M., Librarian, National Industrial Conference Board.
- "Industrial Libraries."
- George S. Godard, A.B., B.D., A.M., State Librarian of Connecticut.
- "Work Upon the Archives in Connecticut." Charles R. Green, B.Agr., Librarian, Massachusetts Agricultural College.
- "Agricultural Literature."
- Daniel N. Handy, Librarian, Insurance Library Association of Boston and Instructor in Fire Insurance in the College of Business Administration.
- "Some Sources of Information."
- Ethel M. Johnson, S.B., Librarian, Women's Educational and Industrial Union.
- "Literature of Women in Industry."
- John A. Lapp, LL.D., Director, Indiana Bureau of Legislative Information.
- "Legislative Reference Libraries."
- George Winthrop Lee, Librarian, Stone and Webster, Boston.
- "Library Service."
- John A. Lowe, A.M., Massachusetts Free Public Library Commission.
- "Library Commissions."
- Guy E. Marion, A.M., Business Library Organizer, Boston.
- "The Special Library Field."
- John G. Moulton, A.B., B.L.S., Librarian, Haverhill Public Library.
- "Special Collections in Libraries."
- F. C. Stechert, F. C. Stechert Company, New York City.
- "Book Buying."
- Clarence E. Sherman, B.S., Librarian, Lynn Public Library.
- "College Libraries."
- George B. Utley, Ph.B., Secretary, American Library Association
- "The Library of Tomorrow."
- Edward A. Wilkie, LL.B., New England Telephone and Telegraph Company.
- "Literature of Labor Problems."
- H. W. Wilson, H. W. Wilson Company, New York City.
- "Bibliographical Publishing."
- Charles C. Williamson, Ph.D., Librarian, Municipal Reference Library, New York City.
- "Municipal Reference Libraries."
- George Parker Winship, A.M., Widener Librarian, Harvard College Library.
- "The Library and the Collector."
- Purd B. Wright, Librarian, Kansas City (Missouri) Public Library.
- "Reaching the Business Man."
- These lectures will be arranged roughly in three divisions, viz., bibliography, library administration, types of libraries, and each lecture will come under one of the three headings. This course will include also, assigned readings, quizzes, examinations and additional lectures by Mr. Power. Other courses projected for the second year in September will be given if registration warrants. Members of the faculty will give short talks on special subjects.
- If it can be arranged, an exchange lectureship will be made with some of the library schools. Under such an arrangement some member of the faculty at Boston University will lecture at each library school entering into the arrangement and the library school will send someone to the University.
- ST. LOUIS LIBRARY SCHOOL*
- Examinations for admission to the St. Louis Library School, supplementing those already held in June of this year, will take place on Tuesday, Sept. 4, next, at the quarters of the school in the central building of the Public Library, St. Louis, Missouri.
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- Review**
- POWELL, SOPHY H. *The children's library; a dynamic factor in education*; introduction by John Cotton Dana. H. W. Wilson Company. 460 p. \$1.75.
- Viewed by and large, the volume treats of the place of reading in education, the history of libraries for children, the library in the elementary school, the interrelation of the public library and the public school, the many activities developed and conducted by the library for the purpose of increasing the use of books by children.
- The writer is a graduate of a library school and she has been a member of the staff of some five public libraries. As an additional preparation for making this study, she has

read many of the modern books on education to which she makes frequent reference in this book. She gives as her aim that of "helping librarians understand better the modern educational attitude toward children in relation to books, and teachers to appreciate the work which could be done by the public library and the public schools."

The book constitutes the most serious attempt which has been made to view the whole problem of the use of books by children. The author has aimed to deal with underlying principles and to test all methods of stimulating reading and all general plans for placing books in the hands of children by their true worth in the general scheme of bringing the child to the point of realizing his own powers to the very fullest.

The viewpoint is definitely given in chapter one, the place of books in education, and this chapter is the keynote of the entire work. It is first pointed out, therein, that books have taken by no means their fullest place in education and in considering the proper use of books the following conclusions are given: "That children should not be hampered by the indiscriminate use of the public library books by which a child is liable to destroy any skill in the use of print he may be by way of acquiring"; "the school record is the only sure basis for determining whether the child should stuff himself with thoroly innocuous literature on whether he should be directed to books which will establish a definite aim in reading"; that children are usually taught to use the library for recreational purposes only ("the library sometimes seems to be conducted on the theory that its mission is chiefly to provide good literature for those who like it, thus neglecting the child as a prospective wage earner"). A statement of the modern theory that children should be taught at a much later age is given and the question is raised as to whether the library as well as the schools may not be doing harm to young children by making it possible for them to use print at an early age. It is in the matter of vocational training however, and the library's responsibility toward this phase of education, that the writer has most positive opinions. After stating, in general terms, the case of cultural *vs.* vocational training, she says that the cause of vocational training has met with little attention from librarians and that cultural education has been generally overvalued. "When we try to prove the social and moral influence of books, facts will not support us. . . . If familiarity with literature were really evi-

dence of superior moral force, then Boston, New York and London would be centers of sweetness and light." She believes, however, that children should be given opportunity to acquire high ideals from books provided such an end "does not interfere with other and more important performances"; such performances being evidently matters relating to training along vocational lines.

One regrets after reading this first chapter that the author has failed to apprehend that some of her general conclusions are not likely to be accepted by many readers without a large amount of evidence which is almost entirely lacking. Indeed there is in this one chapter material for a full volume and without the expansion and evidence of research in formulating principles the reader will be apt to take from the succeeding chapters whatever he can gather (and he can gather much) in the way of information regarding the many schemes which have been devised for extending the use of books by children and methods employed for such ends, and he will be apt to question, at times, the author's conclusions regarding their value. Indeed it is in showing the breadth and scope of what has already been worked out that the volume makes its contribution. No one can read the book and (it is hoped that many librarians dealing with children may read it) without a fuller realization of the place the library has taken already as an aid in education, and of the wider place it should take in order to meet its responsibilities. And the reader will realize, as well, that this wider place may only be taken by a fuller and far more complete co-operation with the public school system. A co-operation which must be worked out so that the library, as a public institution, may be enabled to make its own peculiar and valuable contribution to the great cause of public education. This is a more difficult matter certainly, than one infers from this volume, in which the general principle seems to be laid down that the business of child training belongs entirely to the public schools and that the library in aiming to take any part therein is outside its own field.

C. B.

### Librarians

ARCHER, Frances Randolph, has tendered her resignation as librarian of the Talladega (Ala.) Public Library, to take effect on Oct. 1. Miss Archer's successor has not been selected.

BLANCHARD, Caroline A., for many years

librarian of the Tufts Library, Weymouth, Mass., died in June at Worcester, Mass., after a long illness. She was a former member of the American Library Association and the Massachusetts Library Club.

CARPENTER, Mary Frances, of the Wisconsin Library Commission, has resigned to fill temporarily the position of cataloger and reference librarian in the Library of Hawaii. She went to Honolulu in April on a seven months' leave of absence to classify and catalog the pamphlet collection of the Hawaiian Historical Society and to substitute in the Library of Hawaii during the summer months. She has been connected with the Wisconsin Library School since its organization, as a member of its faculty and also a library visitor for the commission.

DRAKE, Jeannette M., librarian of the Public Library at Sioux City, Ia., for several years, has resigned to become the head of the circulating department of the Los Angeles Public Library. In accepting Miss Drake's resignation the board of trustees of the Sioux City Library adopted resolutions in which they "most heartily congratulate Miss Drake upon her preferment and advancement to the Los Angeles Public Library, and consider it an evidence of merited recognition in the library world of her splendid efficiency in the field of her calling, as shown by the unparalleled development of the Sioux City Public Library under her administration."

GAY, Frank Butler, librarian of the Watkinson Library, Hartford, Ct., and director of the Athenaeum and Morgan Memorial, received the degree of M.A., *Honoris Causa* from Trinity College at its last commencement. Mr. Gay has lately had the great pleasure of opening to the public the selection of art objects—over fifteen hundred in number—presented by J. P. Morgan from his late father's collection.

GOULDING, Philip S., A.B. Yale 1898, New York State Library School 1899-1900, since October, 1906, Catalog Librarian of the University of Illinois Library, has resigned in order to accept work cataloging the private library of Mr. H. E. Huntington, of New York City. During the eleven years of Mr. Goulding's connection with the University of Illinois Library the number of volumes in the library has increased from 87,000 to about 375,000 and the number of workers in the catalog department has increased from three to twenty.

LAMBERTON, John T., widely known for his

literary work and for years librarian and bibliographer at the University of Pennsylvania, died July 27 at Lansdowne, Pa. He was seventy-eight years old. Mr. Lamberton was associate editor of the American edition of the *Encyclopædia Britannica*. He also helped to revise Worcester's Dictionary and edited "Historic characters and famous events and literature of the nineteenth century."

LEWIS, Sarah Elizabeth, children's librarian at the Berkshire Athenaeum in Pittsfield, Mass., died July 27, after an illness lasting four months. Miss Lewis had been on the staff for eight years and for the last three years had been in charge of the work with children.

MILLER, Zana K., librarian of Spies Public Library, Menominee, Mich., is spending the summer in Honolulu on a seven months' leave of absence. She will return to her position about November 1.

POWER, Ralph L., of Boston University, has been appointed editor of *Special Libraries* and of *Alpha Kappa Psi Diary* and will be in charge of the new courses in library economy at the University.

SCHILLING, Julia A., of Atlanta, has been appointed assistant librarian of the Savannah Public Library.

SPENCER, Lois A., field librarian for the South Dakota Free Library Commission, resigned her position and in August was married to Prof. H. C. Severin, state entomologist, of Brookings.

WEBB, William, an assistant in the legislative reference library of the New York state education department, has gone to Haverford College, Pa., for provisional training as a candidate for membership in the reconstruction unit of the American Society of Friends which is to undertake reconstruction and relief work among the civilian population of the devastated regions of northern France. Mr. Webb is not a Quaker, altho his people have been members of the society for years. Each unit to be sent out by the society will comprise 100 men, members volunteering their services for nine months. After that period they will be retained in the unit if their work is satisfactory. The units are to be under the civilian branch of the Red Cross.

WITMER, Jennie A., for several years librarian of the Niagara Falls Public Library, has resigned her position, and her engagement to Asher T. Cudaback is announced.

# THE LIBRARY WORLD

## New England

### MASSACHUSETTS

*Amherst.* Good progress is being made on the new library building at Amherst College, and it is expected that the building will be dedicated in October or November.

*Boston Public Library.* Horace G. Wadlin, libn. (65th ann. rpt.—yr. ending Jan. 31, 1917.) Accessions 44,487; total, 1,139,682. Circulation for home use 2,050,238. Decrease in registration 784; total 104,325. Total receipts \$463,096.73 (city appropriation \$409,080.00); expenses, \$479,351.27, including \$203,630.27 for salaries, \$44,573.83 for books and periodicals, \$1805.73 for newspapers, \$14,248.92 for the printing department, and \$35,126.09 for the binding department. During the year 72,343 books were sent from the Central building to fill applications made at the branches, a decrease from 77,260 in the preceding year. The somewhat smaller circulation for home use in 1916 as compared with 1915, is ascribed to two causes: delay in opening the schools (on account of prevalence of infantile paralysis), and better labor conditions, which usually reduces the home use of books. The catalog department handled 79,215 volumes and parts of volumes representing 41,463 titles; 207,058 cards were added to the catalog during the year. During the year 634 volumes of current fiction were considered and 147 titles accepted for purchase. Special use has been made by students of books in the department of documents and statistics and in the fine arts department. The latter has also provided and arranged the material for free exhibitions at the central building and at the branches. Under the inter-library loan system, 1,399 books were lent to other libraries. The use of the library lecture hall has increased materially during the year. Besides the regular free lecture courses provided by the library on Thursday evenings and Sunday afternoons, lectures open to the public have been given under the auspices of clubs and civic associations. The number of free lectures scheduled for the season from October, 1916, to April, 1917, was 78. During the year John Singer Sargent completed the mural paintings for the library, and these have been installed. The cost of these was defrayed by appropriations from the library building, and by subscriptions from over a hundred different persons. This is Mr. Wadlin's last annual

report, as his resignation went into effect July 1.

*Groveland.* Alfred S. Langley, a wealthy farmer and lifelong resident of Groveland, has presented the town with \$5000, thus making it possible for the town to erect a library building, by using the Capt. J. G. B. Adams fund of \$5000 which was left to the town for library purposes several years ago. At a special town meeting which was held April 28 of this year the town voted to give the board of trustees full power to purchase a building for remodeling or to purchase a site and erect a new building. A lot of land has been purchased with the approval of Mr. Langley, situated opposite the residence of Charles P. Boynton on Main street. It will be immediately graded and put in shape for the erection of the library building, which is to be either of stucco or brick veneer, 41 by 28 feet. The work has been put into the hands of Edwin H. George, contractor, who is a member of the board of trustees and greatly interested in its erection.

*Hull.* A rough granite boulder to which is attached a bronze tablet and has relief of John Boyle O'Reilly, the Irish poet and patriot, has been placed in front of the Hull Public Library, by the Massachusetts Chapter of Irish-American History. Mr. O'Reilly died in Hull. Miss Mary Boyle O'Reilly, daughter of the poet, unveiled the monument. Governor McCall, Mayor Curley, of Boston, former Congressman Joseph F. O'Connell, Denis A. McCarthy, J. I. C. Clark, author of "Kelly, Burke and Shea," were among the speakers. A luncheon followed at which Captain Henry C. Hathaway of New Bedford, who commanded the schooner *Catalpa*, on which O'Reilly made his escape to America from Australia, told the story of the flight.

*Lynn.* The new Houghton branch at West Lynn was opened Wednesday evening, July 18. There were no formal exercises, the public being invited to inspect the building and to meet the attendants who are to be in charge of it. Located in the center of a thickly populated section, adjacent to the Breed School and play-ground, and midway between the plants of the General Electric Company, it is expected that the branch will soon become an active force in the educational and recreational interests of the community. The cost of construction and equipment amounted

to about \$28,000 which was supplied from the Carnegie Corporation's gift of \$50,000 for two branch libraries. It has been named in honor of John C. Houghton, who was librarian of the Lynn Public Library from 1877 to 1905. Elizabeth L. Mead is the branch librarian.

*Medfield.* The Memorial Public Library given to this town by Granville F. Dailey of New York, in memory of his wife and younger daughter, who for many years made their summer home here, was dedicated Wednesday afternoon, July 25, with exercises in the Town Hall. The building in its style follows colonial tradition closely. Water struck brick, laid in English bond, give a texture very reminiscent of older work, and in the molded brick cornice is found an attractive feature not often seen today. The roof is laid with English slate of varying size and color. The reading room is painted in three rich tones of French gray, contrasting pleasantly with the hangings of mulberry brocade and with the mahogany furniture. Two features of fine decorative value in this room are a gilt memorial clock of colonial design over the entrance door and a paneled niche in which is set a memorial tablet of Italian marble. Touches of gold and color give an attractive brilliance to this room, a scheme which is carried thruout the building. Close attention has been paid to the requirements of the modern library from the point of view not only of the librarian, but also of the public.

*Onset.* Work has been started on the new library building at the corner of High and Centre streets.

*Somerville.* A six-months library training course to fit for service in the Somerville Public Library will be established Oct. 1, open to candidates between the ages of eighteen and thirty, of acceptable personality and at least a high school graduate of a scholarship rank in the highest third of the class. Candidates will be subjected to an examination and after passing the course will be eligible for appointments at the library as vacancies occur.

#### CONNECTICUT

*Hartford.* A gift of 125 new volumes has been extended to the Burnside branch library by Frederick C. Atkins, treasurer of the Taylor-Atkins Paper Company. The books include many recent issues and are given for the welfare of the employees of Taylor-Atkins Paper Company. The library was established in its new quarters last winter, before which it was situated in the Burnside Grammar School.

*New Haven Public Library.* Willis K. Stetson, lbn. (Rpt.—yr. ending Dec. 31, 1916.) Accessions 6357; total 131,000. Circulation, including estimated school circulation of 57,000, was 505,861. Total registration 26,422. Receipts \$47,760.95; expenditures \$47,540.76, of which salaries took \$18,158.60, books \$8188.35, periodicals \$1193.40, binding \$2247.75. Steps have been taken toward starting the Fair Haven branch library. A gift of \$1500 from residents of Fair Haven and supplementary city appropriations made up the sum of \$5000 needed to purchase the site, and the preliminary plans were approved by the Carnegie Corporation. A new work of the library was the opening of four summer branch libraries in school rooms, which were open two afternoons a week. Altho these were used almost wholly by children, a supply of fiction for adults was included. The circulation of these summer branches was 3894, over 90 per cent juvenile.

#### Middle Atlantic

##### NEW YORK

*Brooklyn.* One of the features in the new Brownsville Labor lyceum, now being reconstructed, will be the library and reading room. Here will be a collection of the writings of the world's greatest Socialists, as well as many volumes on philosophy, science, political economy, history, etc. To raise the necessary funds \$10,000 worth of bonds have been issued. These bonds sell at \$5 each, are guaranteed by the property and bear interest at 4 per cent.

*Canton.* A. Barton Hepburn of New York, a former resident of Colton, has offered to contribute \$50,000 to Benton Library in Canton, to be used in library extension work in the smaller towns in this vicinity. The only request he makes is that the town shall raise a yearly sum sufficient to make an income together with the income from the amount he donates, aggregating \$4000. Mr. Hepburn's offer has been made to the town authorities, but no definite action has been taken.

*Glen Cove.* J. P. Morgan has made a substantial gift to the Glen Cove Neighborhood House for the maintenance of its library, and for repairs and improvements to the reading room. The only public library here is at the high school and this is closed during the summer and open for only a few hours during the school period.

*Groton.* The formal opening of the Good-year Memorial Library, provided for in the

will of Dr. Miles D. Goodyear in memory of his mother, was held in July.

**Rome.** For the benefit of the Rome Hospital, Jervis Library and First Baptist Church the home of the late Mrs. A. W. Soper, at the intersection of Washington and Turin streets, is to be sold. The Rome Hospital will receive one-half of the proceeds and the library and church one-quarter each. The value of the property has been estimated at from \$20,000 to \$30,000.

#### NEW JERSEY

**Jersey City.** The Free Public Library has just awarded contracts for the erection of a new branch library building in the northern section of the town in what is popularly known as "Hudson City." This building is to take the place of rented quarters in which the branch has been located for the past four years. The new building will be a one story structure about fifty feet front by one hundred feet in depth including an extension in the rear for a book stack. The building will be of brick and stone of simple but dignified design. The cost of the building will be about \$35,000, exclusive of the site. The location is adjacent to the present rented rooms and is on a side street just off from the main business thoroughfare, thus insuring quiet with convenience of access. The Hudson City branch is the largest and most flourishing of the branches of the Jersey City Public Library. It contains over 11,000 volumes and has a circulation of about 120,000 per year.

**Little Falls.** Architect Henry Barrett Crosby, of Paterson, has prepared plans for a two-story and basement brick library building for Little Falls. It will have a slate roof, steam heat, electric wiring and all improvements, and will cost about \$10,000.

**Trenton.** A closer co-operation between the Trenton Free Public Library and the schools of the city was authorized by the trustees of the library at their mid-summer meeting, when Librarian Howard L. Hughes was given permission to extend the work which the library is now doing in the interests of the schools. If Mr. Hughes' plan meets with the approval of the board of education, collections of books known as "class room libraries" will be loaned to the schools with sixth, seventh and eighth grades that are located three-quarters of a mile or more distant from the library building or its branches. It is expected that the board of education, will turn over to the library board a

collection of several thousand volumes known as "The Teachers' Consulting Library," which is now housed in the administration building. The members of the school board believe that these books can be administered more effectively for the teachers of the city at the library.

#### DELAWARE

**Wilmington Inst. F. L.** Arthur L. Bailey, lbn. (Rpt.-yr. ending Feb. 28, 1917.) Acquisitions, 5516; lost or withdrawn, 2898; total, 86,526. Circulation, adult, 145,868; juvenile, 56,833. New registration, 6159; total, 18,036. Receipts, \$469,688.71. Expenses include for salaries, \$13,924.26; for books, \$521.87; for periodicals, \$932.44; for binding, \$1290.05. In April, 1916, \$325,000 was raised by popular subscription for a new library building and its site.

**Wilmington.** Title for the 90 feet of land on Tenth street between Market and King streets where the new library is to be located, was obtained by the Wilmington Free Library Aug. 1. The consideration paid to the trustees of the First Presbyterian Church was \$225,000.

#### PENNSYLVANIA

**Corry.** Bids for the erection of the new Public Library were opened July 25, and the contract awarded to H. A. Fehlman, whose bid for the complete building, including heating, plumbing, wiring fixtures, furniture and linoleum, was \$14,226.

#### The South

##### WEST VIRGINIA

**Wheeling.** Bids have been called for on the erection of an addition to the Public Library building.

##### NORTH CAROLINA

**Charlotte.** In an effort to improve the library of Queens College, which now has only 1200 volumes, the Alumnae Association has undertaken to increase the number of volumes to 5000 before June, 1918, and has sent an appeal to both alumnae and friends asking for contributions of money and of standard works.

##### GEORGIA

The traveling library bill, which is backed by the state library commission and other prominent organizations the state over, has been favorably reported to the house by unanimous vote of the library committee of the house. The plan outlined under the bill involves an annual appropriation of \$5000, to

provide for an expert library organizer, and to carry on a system of traveling libraries to be distributed particularly in the country districts. Under the bill, the governor appoints a state library commission of five persons who serve without compensation. The expert organizer is to receive \$1200 a year and actual traveling expenses. The remainder of the annual appropriation will be used to buy books, which shall be kept in repair and added to from year to year until a large and up-to-date library is established. Advocates of the bill point out that while twenty-seven towns and cities in Georgia have public libraries, 80 per cent of Georgia's inhabitants live in the country, and it is felt that in simple justice to the majority the bill should pass.

### The Central West

#### MICHIGAN

*Sparta.* The cornerstone of Sparta township's Carnegie Library was laid Aug. 11. Nina Preston, state library organizer, was the principal speaker. A surprise feature was the taking of moving pictures of the laying of the cornerstone, by a Grand Rapids newspaper photographer.

#### INDIANA

In the ninth biennial report of the Indiana Public Library Commission for the period ending Sept. 30, 1916, the following events are chronicled: In the last two years twenty-four public libraries have been established: at Atlanta, Borden, Brookston, Cloverdale, Colfax, Flora, Fort Branch, Fortville, Francesville, Greenwood, Linden, Mentone, Merom, Milroy, North Judson, Owensville, Petersburg, Pierceton, Rising Sun, Rockport, Sunman, Vevay, Warren and Williamsport. Thirty gifts have been offered by the Carnegie Corporation. Thirty-four library buildings have been completed and sixteen are in the building; eight public libraries and one college library are about to build. Three hundred and eighty-eight visits were made by the commission staff, fifty-three public addresses delivered and twenty-five district meetings attended by the staff. Eighty-nine persons received instruction in two terms of summer school, including twenty who took a special two-weeks course in advanced cataloging. The Traveling Library department circulated 77,679 volumes and fifty-one book collections were organized. The commission office filled fourteen library positions. Four counties established libraries within their borders, thus reducing the number of counties without public libraries to five. The commis-

sion staff visited twelve state institutions. The commission arranged 1774 dates for forty-one exhibits. The last twenty-four pages of the report are devoted to tabulated statistics of all the libraries in the state.

*Indianapolis.* The new library building will probably be opened to the public about Sept. 1. It has been finally decided to call the building simply the Indianapolis Public Library.

#### ILLINOIS

The Illinois State Legislature adjourned June 29. One of the two bills approved by the Illinois Library Association was passed. This bill is known as Senate Bill No. 178 and provides that cities and villages governed under commission form shall control their libraries according to the general library law. Fifty communities have now adopted commission government. Forty-one of these have public libraries, which have been governed in almost as many ways. Some libraries have had no library trustees but were controlled directly by the commissioners. For other libraries, from three to nine trustees were appointed. The term of office of the library trustees expired with that of the city commissioners. This meant that every four years the library might have an entirely new board. The finances of the library were sometimes left to the trustees, more often they were controlled by the city commission. In a few cases only, such as the larger cities, were the libraries governed by the library law. Under the new act, in cities, commission governed or otherwise, the mayor with the approval of the council or commission must appoint a board of nine trustees for the public library. These trustees shall serve for a term of three years each. In villages, the public library is governed by a board of six directors who shall be elected by the people and who shall serve for a term of three years each. The library trustees for both city and village libraries have complete control of the library finances. The library taxes should be collected and placed in a separate fund known as the "Library fund" and drawn upon only by warrants signed by the president and secretary of the Library Board. The County Library Bill was introduced into the Senate by Senator Pervier. It passed the Senate without amendment or opposition. Upon its introduction into the House, it was left upon the Speaker's table for two months. Finally, it was referred to the Educational Committee, amended to require a referendum vote, and placed on the calendar for second reading. It was too late, however, and the bill

was lost in the rush of business at the close of the session.

*Chicago.* The high cost of building materials has made necessary the postponement for the present of the erection of a new building for the John Crerar Library. The plans drawn called for a building 200 feet high, 135 by 127 feet, to cost \$1,000,000. When bids were received the lowest was a third more than the estimated price of the designers. Contractors declared that the high cost of steel was responsible for the increase. The board of directors have voted to postpone the plan for the present, and made arrangements for an extension of the present lease until better figures could be had. An unusual plan adopted by the directors in connection with the new building was to rent the lower floors of the building, to help maintain the library, while the library itself was to have occupied the upper floors.

*Chicago P. L.* Henry E. Legler, Libn. (Annual rpt.—yr. ending May 31, 1917.) Accessions, 140,645; withdrawals, 24,469; total, 806,172. Circulation, 5,602,806, including 343,936 in schools. New registration, 79,313; total, 212,030. Receipts, \$603,793.95. Expenditures, \$577,197.33, which include books, \$108,484.56; periodicals, \$8352.88; binding, \$34,038.44; salaries, \$325,938.88. During the year the board of directors definitely adopted a regional plan of extension providing for more far-reaching library service.

*Chicago. John Crerar L.* Clement W. Andrews, Libn. (22d ann. rpt.—yr. ending Dec. 31, 1916.) Accessions, 15,626; withdrawals, 512; total, 368,508. Number of people using library for reading and study, 158,834. Receipts, \$234,644. Expenditures, \$177,412, including the cost of books, \$13,860; periodicals, \$5008; binding, \$9669; and salaries, \$63,408. Due to the war a six per cent decrease in library attendance was noted during the past year. The proposed library building has been postponed, necessitating another year of cramped quarters for the library. The recorded calls for assistance by telephone were 1020, and for information by letter, 237. The work of the cameragraph has increased remarkably. The orders for 1916 were 225, requiring 2885 sheets, the charges for which amounted to \$339.75. For 1915 the figures were 142 orders, 1725 sheets, \$195.50 charges. Inter-library loans have also increased. There were granted 579 requests for 743 volumes from 87 libraries and 878 requests from 292 individuals. The average time required to fill calls, determined as in the previous year,

was 3.84 minutes, as against 4.12 in 1915. The library printed and distributed 201,691 cards, of which 83,727 were sent to the depository libraries, 2367 sent as gifts, and 115,597 sold or exchanged. Its union catalog representing seven libraries shows a total of 838,269 cards, a few of which have been received from Berlin. A large number including all of 1916, are held at Leipzig. The South American purchase has finally been adjusted. The net cost was \$7097 which secured 1735 volumes and nearly 3000 pamphlets. During the year the cataloger reports 6021 new titles have been prepared for print. The total number of titles treated by classifier and cataloger has been 12,950, next to the largest number for any year. More Library of Congress cards were received and used than ever before. Of the 181,000 titles in public catalogs about 108,200 are on cards printed by the library, about 60,200 on Library of Congress cards, and about 11,900 on A. L. A. cards.

## The Northwest

### MINNESOTA

*Duluth P. L.* Frances E. Earhart, Libn. (27th ann. rpt.—yr. ending Dec. 31, 1916.) Accessions, 5083; withdrawals, 2076; total, 70,630. Circulation, 236,166. New registrations, 5337; total, 24,210. Receipts, \$26,242.06. Expenditures, \$26,149.83, which includes books, \$1946.86; periodicals, \$681.43; binding, \$926.72; salaries, \$11,416.74. Negotiations begun early in the year with the Carnegie Corporation for the purpose of obtaining a West End branch culminated in an agreement by the corporation to furnish \$30,000 for the building. The site was purchased and work begun under the direction of Architects Holstead & Sullivan.

*St. Paul.* St. Paul's first Carnegie branch library, in St. Anthony Park, opened its doors in July, with 5000 books on the shelves. The building contains two reading rooms and an auditorium, also club rooms in the basement. It will be formally dedicated Oct. 9.

### NEBRASKA

*Hastings.* The contract for the new library building has been awarded to Wm. M. Gedney of Kansas City, for \$15,506. This includes building, heating, plumbing, lighting, furniture and fixtures, except the tables, chairs and books. Specifications are for rough finished brick of dark color with trimmings of Bedford stone, glazed green tile roof, fireproof concrete floors and white marble wainscoting. The building is to be

one story and standard basement. Work on the building will be commenced as soon as material can be brought here and the building completed by Dec. 1.

### The Southwest

#### COLORADO

**Denver.** Plans for two new branch libraries in Denver have been completed, and work on the buildings will begin soon. One building will be erected in Berkeley Park opposite the Forty-sixth avenue entrance, and the other will be in West Denver, on the corner of Santa Fe drive and West Seventh avenue. The Berkeley branch will be of dark red brick with a red tile roof. A feature of this building will be a large open-air storytelling room. The West Denver branch will be in Italian style of architecture, and will be one block from the central business district of West Denver. The plans for the Berkeley branch were drawn by Mountjoy, French & Frewen, and the West Denver branch plans were drawn by Varian & Varian. Two other branch libraries, one at Park Hill and one at Globeville, are being planned. These four new branches received appropriations of \$80,000 the first of the year and the board expects to have the first two completed by Feb. 1.

### The Pacific Coast

#### WASHINGTON

**Tacoma P. L.** John Boynton Kaiser, Libn. (Ann. rpt.—yr. ending Dec. 31, 1916.) Acquisitions, 5983; withdrawals, 6053; total, 75,733. Circulation, 403,081. New registrations, 9208; total, 17,984. Receipts, \$38,517.41. Expenditures, \$36,765.15, including books, \$5029.33; periodicals, \$717.96; binding, \$2819.77; salaries, \$20,686.87.

#### CALIFORNIA

**Fresno.** With the merger of the City Free Library into the greater County Free Library and its formal acceptance July 11 as an integral part of the county library system, the city board of free library trustees was legislated out of office and the city library theoretically passed out of existence. Sarah E. McCordle, who was also the city librarian, was recently appointed county librarian when the scheme of the larger system was first broached. Her appointment under the new law is for four years, and she is removable only for cause.

**Pasadena.** Rearrangement of the interior of the library has increased the space devoted to the shelving of circulation books in the

lobby, and has made it possible to install a long table for patrons in the new annex of the reference department, affording relief to the congestion in the main reference room. During the school year the congestion in the reference room has been particularly noticeable. The space for the fiction stacks in the main lobby has been taken at the expense of the section formerly given over to the reading room. Three newspaper desks and a table for magazine readers have been left. Patrons of the reading room will be permitted to take papers and magazines into the reference sections, especially during the morning hours when the attendance in the reference section is usually small. More room for the use of the library force in cataloguing and preparing books has also been provided. On the mezzanine floor an additional long stack has been installed to accommodate reference works.

**Sonora.** The Tuolumne County Free Library was opened in the county court house here on Aug. 1. Branches thruout the county will be established as fast as possible. The librarian in charge is Edna Holroyd, who is a graduate of the State Library School at Sacramento, and besides being in several other libraries, has for the past two years been the first assistant in the Monterey County Free Library.

#### IDAHO

**Boise.** A checking up of the records in the office of the county school superintendent shows that many of the rural school districts are not complying with the provision of the law that 3 per cent of all moneys appropriated from the general fund must be expended for library purposes. For the year 1916-1917 the general fund appropriations totaled \$48,318.85 and 3 per cent of this, the amount to be expended for libraries, is \$1449.57. The reports from 61 districts in the county show that only \$621.39 was expended for library books during the year and that 41 out of the 61 districts made no expenditures whatsoever for library purposes.

#### UTAH

**Park City.** At a recent election the citizens voted to establish a public library and the city council has appointed a committee of six to take charge of its organization.

**Payson.** Payson's new library was officially opened on June 4. The formal opening took place when the members of the library committee and the ladies of the Culture Club entertained. There are already 2000 volumes

on the shelves and 28 magazines and 4 daily newspapers in the reading room. Mrs. Frank Ingalls, a Payson resident, has been appointed librarian.

### Canada

#### MANITOBA

*Winnipeg.* A board of trustees for the archives has been established in the province of Manitoba and in the New Parliament buildings at Winnipeg. Provision has been made for their preservation and arrangement under the direction of the provincial librarian.

### Foreign

#### ENGLAND

*Nottingham.* The annual report of the Public Libraries Committee shows that during 1916 456,080 volumes were issued to the public. Of these, 118,825 volumes were borrowed for home reading from the Central Lending Library; 94,980 volumes consulted in the Central Reference Library; and 242,176 volumes borrowed or consulted in the district libraries and reading rooms, including issues to boys and girls. The Public Libraries now comprise 150,268 volumes. Of these 49,397 volumes are in the Central Reference Library; 44,634 volumes in the Central Lending Library, and 56,267 volumes in the district libraries and reading rooms. The aggregate attendances thruout the library system during the year again reached 1,207,158, with a daily average attendance of 4,591. The newspaper restrictions have made the public reading rooms more necessary than ever to many workers, who are only by their medium able to see the numerous newspapers and more expensive periodicals. A feature has been made of books calculated to assist manufacturers and merchants in the capture of German trade: works dealing specifically with after war commerce and industries—textile, glass, leather, paper, dyeing, chemical, metal trades, etc. Particular attention has been given to works on industrial science. Books on vegetable cultivation have been in big demand, and Board of Agriculture leaflets on potato growing in allotments and small gardens were distributed gratis. At present the Public Libraries system of the city comprises the Central Lending and Reference Libraries, three reading rooms at the Central, seven district lending libraries, one delivery station, twelve branch reading rooms, and six boys' and girls' lending libraries, supplying also the schools of the city.

#### WALES

*Aberystwyth.* Provided that thirty names were received, the University of Wales, act-

ing in conjunction with the Library Association, proposed to hold a Summer School in Librarianship at Aberystwyth during the first fortnight in August. The details of the project are not fully known, but the school hoped to offer eight courses: literary history; historical bibliography; archives; classification; cataloging; history, foundation and equipment of libraries; administration; book-binding. The lecturers were to be men of high rank in the library associations. An entrance fee of ten shillings was planned. The lectures were to be given in the mornings from 9 a. m. till 1 p. m., the remainder of the day, and the whole of Saturday and Sunday being at the disposal of the students.

#### BELGIUM

Under the auspices of the "Société des bibliophiles et iconophiles de Belgique" (president, the Prince de Ligne) actual preparation is being made for the reconstruction and re-erection of the library of the University of Louvain, says a writer in *Het Boek*. The initiative was originally taken by the city of Antwerp; but the Société des Bibliophiles has proceeded in this matter and has sent lists broadcast for the purpose of collecting duplicates from other libraries. The Belgian committee consists of the Prince de Ligne, H. de Backer, A. Michot, Y. Nève, Dom Ursmer Berlière, Viscount de Gellinck d'Elseghem-Vaernewijck, and Messrs. de Witte, Frantotte, Hippert, Warocqué and Willems. The different provinces of Belgium have nominated local committees, and the one at Antwerp will act as general agent for the Société des Bibliophiles. All shipments and communications are therefore to be addressed to the secretarial offices: "Koninklyke Academie van Schoone Kunsten," 31 Mutsaertstraet, Antwerp. The Antwerp committee has among its members: the burgomaster Yan de Vos; Baron van den Werve en van Schilde (president); alderman Victor Desguin; Monseigneur Cleynhews; Baron Delleke, Dean van Caster, and Messrs. F. Donnet and L. Bellemans, as secretaries.

#### THE NETHERLANDS

*Amsterdam. Library of the University.* Dr. C. P. Burger, libn. Number of visitors 87,000, compared with 97,000 during the previous year; number of books consulted 215,000, compared with 243,000 during the previous year; number of books in circulation 25,000, against 27,000 during the previous year; manuscripts and maps consulted respectively 2450 and 161. Accessions: periodicals and serial publications 3048; books 2865; dissertations 245.

## LIBRARY WORK

Notes of developments in all branches of library activity, particularly as shown in current library literature

### ARCHIVES

The *Minnesota History Bulletin* for February, 1917, prints the following selections from the National Association of State Libraries' proceedings, on archival work in the different states during the year:

"The Proceedings and Addresses of the National Association of State Libraries at its nineteenth convention in June, 1916 (100 p.), contains the usual report of the association's committee on public archives summarizing the progress of archival work in the different states during the year. From this it appears that the Arkansas Historical Commission has received from the various state departments "thousands of volumes of original records," under the provisions of the act establishing the commission, which authorizes the turning over to it of any public records "not in current use." In Connecticut many state and local records have been taken over by the archives division of the state library, and "under the direction of the examiner of public records, the land records of the several towns are being systematically indexed, standard ink and paper are being prescribed for public records, and new vaults and safes constructed." The State Historical Society of Kansas devotes a part of its new building to archival work and a mass of material turned over by the insurance department is now being sorted. The recently appointed archivist of Kentucky is "engaged in sorting and classifying a large file of mixed papers which for some years had been lying in one of the cellars of the old capitol." In Massachusetts the archives division is compiling a card index to valuable state archives. Oklahoma now has a law authorizing the transfer of non-current records to the historical society. The division of public records of Pennsylvania has arranged many volumes of county papers as well as state and provincial records. Rhode Island has a state record commissioner who supervises the making of public records throughout the state. The Virginia legislature has appropriated four thousand dollars for shelving and filing cases for the records being arranged and indexed by the department of archives and history of the state library. Non-current records are turned over to the state library in Washington,

but the library has no facilities or funds for arranging them. West Virginia has a bureau of archives and history.

"The province of Manitoba has established a board of trustees of the archives and provision has been made in the new Parliament buildings at Winnipeg for their preservation and arrangement under the direction of the provincial librarian."

### BLIND, WORK FOR

Within the past year a free "British National Library for the Blind" has developed from the "Incorporated National Lending Library for the Blind." This fine library of over 27,000 volumes of embossed literature and 5000 volumes of embossed music has now been declared free of all charge save that of carriage to every blind reader in the United Kingdom. It includes sections of Moon Type books and Esperanto and Grade III books are obtained on loan from Paris. This development has been made possible partly by the generous help of the Carnegie United Kingdom Trust in providing fine and ample premises for the work (to this grant has not increased the income of the library); partly by the greater interest taken by the general public; and partly by the services of the able and enthusiastic secretary and librarian, Miss Austin.

### BOOKLISTS—FOR CHILDREN

The Worcester Free Public Library printed six attractive little booklists for children last spring. The cards were oblong, 3 x 5 3/4 inches, with a little picture at the top appropriate to the books listed. Each list of fourteen books is suggestively captioned in the following manner: (1) Girls worth meeting and new things worth knowing. (2) Spend your summer with boys who do things. (3) Register! Learn our country's story. (4) Do you know how the children of other lands live? (5) Vacation reading; see if you can read all these books before school opens in the fall. (6) Summer reading for older boys and girls. The latter compiles a group of novels such as "Ivanhoe," "Black arrow," "Bob, son of Battle," "Kim," "Pride and prejudice," "Little minister," "Promised land," and "When knighthood was in flower."

## BOOK MARKS

Book marks which advertise a newspaper as well as a library are being printed free by the editor of the Kaukauna *Times*, we read in the *Wisconsin Library Bulletin*. On one side of the white card ( $2\frac{1}{2} \times 7$  inches) is an advertisement of the paper and a quotation on the value of good reading, with the words "Read good books and once a week read the Kaukauna *Times*." On the other side is a book list changed from time to time by the librarian, with a heading such as "Books of unqualified value for high school pupils." These book marks are furnished free to the library.

## BORROWERS' CARDS

With a view to increasing its usefulness the Washington Public Library now allows adult readers to borrow five books at one time, two of which may be fiction. On children's cards three books may be drawn. In order to save the clerical work and confusion caused by the old system of duplicate cards for fiction and non-fiction, only one card is now issued, which must be presented when books are issued, renewed or returned. Since the privilege of the former special student's card is now granted to all readers, this will no longer be issued.

## CHILDREN'S READING

Love stories for children. [Discussion at a meeting held at Grand Rapids, Mich., May, 1916.] *Pub. Libs.*, Feb., 1917. p. 49-57.

C. F. Switzer, principal of the Junior high school, Grand Rapids, Mich., summarized his conclusions as follows:

"(1) That love stories are demanded by a very small percentage of boys. The obvious reason would seem to be that they are not liked.

"(2) That physiology, psychology and pedagogy tend to show that they are not worth the time they demand.

"(3) That the perfect development of youth is better met by other types of reading."

A mother's point of view was given by Mrs. Charles Holden. She also emphasized the fact that boys for the most part are not interested in love stories. For the girl she advocated the avoidance of the so-called "problem" story. She advised the reading of wholesome love stories like Miss Alcott's but preferably before the adolescent period.

Belle M. McCormick, of the *Grand Rapids News*, took the stand that the craving for romance in the child is a natural one and

should be encouraged. "I believe," she said, "that love stories are good for the phlegmatic child because they help to develop the romantic viewpoint. . . .

"For the emotional child I believe they are a necessary mental food."

## CLASSIFICATION

A decimal classification for forestry literature. Clarence F. Korstian. (In *Jour. of Forestry*, April, 1917. XV: 449-462.)

The author claims that forestry should be co-ordinate with horticulture, and not subordinate, as in the Dewey classification. The scheme is intended to serve both as a general and special outline. The following are the general headings:

- General forestry.
- Forest botany. Forest biology.
- Silviculture.
- Forest protection.
- Forest utilization and lumbering.
- Wood technology.
- Forest engineering.
- Forest management.
- Grazing.
- Forest economics.

## FINANCE

Library finance. W. C. Berwick Sayers. *Lib. Assn. Record*, Jan., 1917. p. 17-29.

1. The source and extent of income. In prefacing this paper the problems confronting every librarian of "making both ends meet" are anticipated by three rules as follows: (1) The accounts must be simple and intelligible. (2) The librarian must exercise the strictest economy. (3) The most modern business methods should always be utilized. As to the sources from which libraries derive their income: the commercial library realizes funds by charging a fee for the loan of books; another class receives annual subscriptions; club libraries frequently call for donations from newly elected members; institution libraries are supported by a public benefactor; the municipal library is maintained by an income derived from a tax levied upon rented and similar property. This last type of library is discussed more fully by Mr. Sayers to bring out the inadequacy of this tax of one penny to the pound for library maintenance. By bills and acts the British Library Association is trying to raise this tax.

2. The laying out of the income. In this section there follow suggestions for careful expenditure of library funds. The librarian should have complete control of the accounts, and should keep a classified form for his expenditures as well as for all receipts. A careful analysis of such a form with suggestive examples has been drawn up, showing

the items in their relative importance, salaries, books, buildings and establishment, with various subdivisions.

3. Accounts and book-keeping. A detailed outline is made here for a system of efficient accounts. It is suggested that if a borough accountant keeps the books there should be duplicates in the library. The necessity of using receipts with duplicates is stressed; a ledger should be the complete statement of the financial position of the library. The writer takes up other points such as indexing of order books, monthly payment of accounts, as well as the daily routine of account keeping.

#### INSTRUCTION IN USE OF LIBRARIES—IN NORMAL SCHOOL

What normal school libraries can do for the schools. *Wilson Bull.*, June, 1917. p. 227-232.

An elective, teacher-librarian course of two years, specializing in English or history and library work has a distinct place in the modern normal school, since its graduates are certain to help the next generation to be intelligently at home in the public library. The graduates of such a course are prepared to do departmental teaching of English or history in the upper grades or high schools, and, in addition, to organize the school library, select books, conduct a "story hour" for children, give library lessons on the use of books, conduct a "library hour" for each grade, and by means of exhibits and constantly changing bulletin boards make the library the indispensable laboratory for the preparation of all school work. The course thus solves the problem of small unorganized school libraries unable to afford services of a library school graduate. Even tho teacher-librarian graduates choose to teach in the grades rather than do departmental teaching, combined with library work, they will be more efficient teachers from having had the library course, which includes children's literature, reference books, cataloging and classification and the organization of a small library.

This course, as now given to teacher-librarians, includes a study of the history of children's literature and the different types of children's books. With each piece of literature studied—poem, story or fairy tale—is considered its origin, literary value, relation to children's interests, and possibilities for use with children in story telling, dramatization, reading aloud or intensive study. Students also read what experienced children's librarians and teachers have written about children's reading. Recitations are not mere

theoretical discussions, but when possible books and children are studied together.

Students, in this work, learn, first of all, the arrangement and use of the card catalog, periodical indexes, and standard reference lists, and make a reading list on some practical topic. These lists may be filed as a future reference tool. An advanced course given to seniors on reference tools is of especial value when combined with assigned practical problems arising in everyday library work. Cataloging and classification subjects are taught as in library schools, the students cataloging, classifying, and assigning subject headings to a certain number of books. Administration of small school libraries, accessioning, book buying, and library records are included. Junior librarians also have practice in preparing books for the shelves, charging, mending, revising shelves, etc. Senior librarians practice in reference problems, preparing magazine reading lists for the bulletin boards, conducting story hours at the public library, etc. Small school libraries may be encouraged to send their unorganized collections of books to the normal school to be classified and cataloged, thus providing practical problems for the teacher librarians.

#### —TO CHILDREN

Library lessons with children. *Wilson Bull.*, June, 1917. p. 225-229.

If children are not systematically taught something about the use of libraries in the grades, the chances are that they will go thru life without such knowledge. No stereotyped outline of library lessons can be made to fit all schools where pupils and courses of study vary. But children of the first three grades should at least know how to handle books properly and how to take them from the public library. A lesson can be given on how to open a new book when a new set of books is distributed. A fourth grade child can be taught to use the dictionary, with rapid drills in using key letters and finding words quickly. Older pupils should learn to use the different parts of the dictionary and know the various kinds of information given about each word. With the pamphlets furnished free by dictionary publishers a class can learn this together. The use of the index and table of contents should come in the fifth and sixth grades. Recitation periods in history and geography serve to introduce the student to indexes as tools for information.

A sixth grade child can understand the ten divisions of the classification in non-technical

language and remember that he will find a book about birds and flowers or stars in the 500's.

The arrangement of books in a library, or the use of the Catalog and Reader's guide can be taught best in the library to small groups of children. The first part, at least, of a catalog lesson should be given with the children seated around a table on which are placed the drawers of the catalog. Questions to bring out the different kinds of cards should be prepared in advance.

More advanced pupils can learn about the information which the catalog cards give, as to publisher, date, volumes and contents, series, illustrations, etc., and can understand the use of cross reference cards and analytical subject entries.

By the seventh and eighth grades the pupils are usually ready for the more common reference books and periodical indexes. With back numbers distributed each child may find for himself author, title and subject entries, make a note of an article or two on a subject that interests him and actually locate the magazine on the shelves and read the article.

A library lesson is more effective when it is made a laboratory period in the library rather than a talk by the librarian, since pupils learn to use library tools by handling them, not by hearing a talk about them.

Efficiency in giving these lessons depends largely on the careful preparation of the teacher, on the relating of the questions to the child's interests, the supervision of the children during the laboratory problem exercise, and the following up of the work to see that the child makes practical use of his newly acquired library knowledge.

A bibliography on library lessons for children follows this paper.

#### LIBRARIANS AND ASSISTANTS—TRAVELING EXPENSES

The Superior Court of the State of Washington for Pierce county, in which Tacoma is located, has rendered a decision in the case of *State ex rel. John B. Kaiser, relator, vs. A. V. Fawcett, Mayor of the City of Tacoma, respondent*, in which the mayor had refused to sign the warrant issued by the city controller in payment for the expenses of a trip east during the summer of 1916, when as librarian Mr. Kaiser had been instructed to investigate certain library problems then pending before the Board of Trustees of the Tacoma Public Library and to attend the annual conference of the American Library Association at Asbury Park, N. J. The librarian thru counsel

applied for a writ of mandate ordering the mayor to sign the warrant. The mayor thru the city attorney filed a demurrer admitting all the facts in the case and merely raising the question as to whether under the law of Washington traveling expenses for a librarian were legal and within the rights of the Library Board to authorize. Judge Card overruled the demurrer and stated that whether or not such traveling expenses were a legal expenditure within the meaning of the statute is a matter entirely at the discretion of the Library Trustees under Section 6975 Remington & Ballinger's Annotated Codes & Statutes of Washington, which reads in part as follows: "The trustees shall have . . . the exclusive control of the expenditure of all moneys collected for the library fund; and such money shall be paid out from the treasury by the proper officers upon the properly authenticated vouchers of the board of trustees without further audit. . . . The trustees shall have the power to do all other acts and things necessary to the management, custody, and control of the library."

The city attorney has served notice that an appeal will be taken from the judgment of the Superior Court to the State Supreme Court.

#### LOCAL HISTORY COLLECTION

The Public Library at Long Beach, Cal., has been stimulating local interest by gathering together historical material concerning the city, still very young, thus securing much that some years later it would be vain to seek. The library sent a circular letter to people who lived in Long Beach 20 years ago, asking them to lend any pictures of the city or of early residents they might have. The letter also explained the aim of the library to build up a local history collection, and expressed the hope that early pictures and papers might be given to the library so that they might be safely kept and be accessible to all. The pictures exhibited covered the whole history of the city, from the days when coyotes were hunted in what is now the center of the city, thru the Chautauqua and camp-meeting period, to the present.

#### MUSIC COLLECTIONS

A list of titles suitable for starting a music collection in a library has recently been prepared by G. Schirmer, music publishers of New York. The *Wisconsin Library Bulletin* for March, 1917, prints a letter accompanying the list from Mary E. Armstrong, who says that the lists were based on catalogs from the most important libraries. She adds a few

rules for music collections. If the Dewey system of classification is used music should be treated like any other book, entered under the composer's name, and if that is unknown under the title rather than the writer of the words. There is a revision of the Dewey Music Section made for one of the largest libraries which will be of value to all libraries contemplating a music collection. Shelving is being handled in the newer libraries by a horizontal arrangement which is found more satisfactory than the vertical files. Shallow drawers are even better as a protection from dirt. Unbound sheet music is usually kept in hinged pasteboard filing boxes, shelved horizontally. As to binding, it is generally felt that buckram wears better than any other material, and is from 15 to 25 cents per volume cheaper. For sheet music paper holders reinforced with linen hinges are practicable.

#### PICTURE COLLECTION

A citizen of Kewanee, Ill., having given a sum of money to the trustees of the library to purchase one or two original oil paintings, consented to allow the money to be expended, instead, for a number of good prints of masterpieces, chosen with a definite educational purpose. Thus there came into existence the Pierce Art Collection, consisting of 146 prints of French and German masterpieces, the larger number carbons and photogravures, ranging in size from 16 x 20 inches to 24 x 30 inches. For the sake of contrast, a few Arundel colored prints and two or three copper plate etchings in color were added. The pictures were chosen and arranged to illustrate the rise, growth and progress of the art of painting, from the dawn of the Renaissance to the present century. The pictures hang chronologically, the artists of one country being set side by side with those of another, in the order in which they came into prominence. Thus, the early Italians are followed by the Flemish artists; these in turn by the Florentines and Venetians, the Germans and the Dutch, and on thru the great English artists of the eighteenth century to Hunt and Whistler of our own time.

The catalogs were made by a Kewanee woman, the printing was a gift from the local printing establishment and tax funds were used for decorating and lighting the gallery where the pictures hang, so that the collection is in the best sense a community venture.

#### POSTERS

In the *Wisconsin Library Bulletin* for March, 1917, Vivian Gray Little has given a clear de-

scription of how to care for posters which warrant saving. The Watertown Public Library had a poster cabinet made of yellow pine which cost \$6.50. Owing to the increased cost of lumber it would be probably \$1.50 more at the present time. "The cabinet opens from the top and is divided into five compartments by four small, round, wooden rods, placed horizontally about twelve inches from the top. This arrangement holds the smaller and light-weight posters in an upright position and also allows an alphabetical division. The inside dimensions follow: Length, 31 inches; width, 15 inches; height, 27 inches. A 4-inch base-board raises it from the floor."

#### PUBLICITY

The Public Library of Kansas City, Mo., has many channels of publicity, among others a page in *The Kansas Citian*, the Chamber of Commerce publication. In the June number appeared the following:

#### THE A. B. C. OF THE PUBLIC LIBRARY

Do You Know That the Kansas City  
Public Library

- A—nswers your questions?
- B—uys for your use that book you can't afford?
- C—irculates foreign books, books for the blind, and bound magazines?
- D—estroys books returned from quarantined homes?
- E—xtends its service through 12 branches and 26 stations?
- F—inds facts and figures to help the business man?
- G—ets 62 newspapers from all the large cities?
- H—as Hebrew, Yiddish, and Russian books at the Jewish Institute Branch?
- I—ssues a card to any one upon application?
- J—uvenile department conducts weekly story-hours?
- K—arnes school branch has Italian books?
- L—ists its new books in the newspapers each week?
- M—ain building includes an art gallery and a museum?
- N—otifies you if your book is four days overdue?
- O—pens at 8 a. m. and closes at 10 p. m. each week day?
- P—ermits you to keep all but the newest books four weeks?
- Q—ualifies in energy and efficiency with the best in the country?
- R—ents you extra copies of the newest fiction at 5c per week?
- S—chool stations are open all summer?

T—elephones bring you immediate aid in your problems?  
 U—rges you to use its resources?  
 V—alue your good will above all?  
 W—ants you and you want the library?  
 X—your problem, which is unknown to the library unless you ask for help.  
 Y—ields you profit as well as pleasure?  
 Z—ealously strives to serve and to please?

The Public Library of Jersey City is doing some effective publicity work by means of window displays. Two of the principal branches are located in rented stores on busy thoroughfares. These stores have large show windows which have been utilized for library displays and exhibits of various kinds. These displays have attracted considerable notice and have been found to be very effective means of advertising. One of these branch libraries has also installed an electric display sign, said to be one of the first electric signs used by a public library in this locality. The sign extends over the sidewalk and may be seen for several blocks in either direction. It has proved to be an excellent method of attracting attention to the library and does not injure the neatness and simplicity of the building.

#### SCHOOL LIBRARIES

The school library as a laboratory. Ida M. Mendenhall. *Wilson Bull.*, June, 1917. p. 219-223.

School superintendents, principals and teachers were, for the most part, trained before the modern library came into existence. Untrained themselves in the use of library tools, they cannot be expected to understand the library's place in the school. Of library books as tools of information, present-day pupils are still surprisingly ignorant. Many colleges and normal schools today must take time to teach the use of catalog and reference books before entering students can do the necessary class work.

Largely because public schools have not directed pupils to the public library, business and professional men do not think of it as the necessary laboratory to keep them in touch with efficiency methods. The library has yet to convince the business world that the technical room is indispensable to citizens who wish to keep in touch with up-to-date methods. An industrial department was recently opened in a public library during a time of unemployment. Many men wandered in out of curiosity, who later, thru reading and study,

prepared themselves for the civil service examinations.

If high schools brought their classes to libraries, introduced the pupils to the various departments, and made them feel at home with the books, there would be a larger and more intelligent use of the library tools. In public schools citizens are made and habits are formed. How well the coming generations will be trained in the use of library resources depends upon the teachers, who are now pupils in normal schools. The normal school, in reaching coming teachers, lies at the root of library and school co-operation. The library will fail as a working laboratory until students, citizens of the business world, and people generally understand the tools and resources of the modern library.

Miss Mendenhall concludes her article with a short bibliography on the teacher's use of the library.

#### STATISTICS

Library statistics. A. L. Hetherington. *Lib. Assn. Record*, Jan. 15, 1917. p. 4-16.

In this address the writer questions the benefits which Great Britain is deriving from library statistics at the present time. Do library reports bring out the most important items of interest? A survey of some of the more important libraries seems to show that very little attention is paid in the annual reports to the income and expenditures of a library, whereas much of the space is given over to circulation statistics. The latter without the former is a useless piece of knowledge, and no comparison of several libraries would be of value under these circumstances. If for no other reason than to let the community have a fair and complete understanding of the finances of its library every report should include a record of expenditures and receipts.

By the aid of tables the author illustrates a scheme for complete income and expenditure classification founded on that of Prof. Adams: the expenditures are first separated into two groups, library service expenditure and other expenditure. In the former group fall such expenses as pertain strictly to the library itself—books, binding, salaries, etc. In the latter group fall rents, loans and miscellaneous items. The per cent of the total expenditure follows each item. In this way each particular vice and virtue of a library can be checked up.

"Other expenditure" may be even more closely differentiated. Mr. Hetherington suggests that a slightly more detailed table than

that of Prof. Adams would render even greater service. From such a table a subdivision under "stock" is made showing the stock as it appears at the beginning and end of the year with the main factors which have operated on it thruout the year; the book supply in terms of the population to be supplied stands out; figures show the amount of unbound pamphlet material; circulation is treated in four columns only, a summary of aggregate results being all that is thought necessary.

Finally in a "General Table" the author shows the population and the amount of the tax levy per pound; the assessable value of the town; cost of library service per inhabitant and total cost of library per inhabitant; number of branches; and particulars in regard to the staff. "This general table ought to be of considerable interest," says Mr. Hetherington, "not only to the persons engaged in the direct administration of the library, but also to the general public, for it brings out incidentally what a very inexpensive thing their library is, having regard to the facilities offered."

Were such tables adopted for general use the reports of all libraries could be compared with far better and more useful results.

### Bibliographical Notes

After Sept. 1 the H. W. Wilson Company will be housed in the five-story building which it recently purchased at 958-964 University avenue, New York City.

The Philadelphia *Public Ledger* has reproduced in the original colors the Penn cycle of fifteen mural paintings by Violet Oakley in the Pennsylvania Capitol at Harrisburg, and sells them at 40 cents for the set.

The technology division of the Cleveland Public Library has recently prepared bibliographies for the *Journal* of the Cleveland Engineering Society on military automobile trucks, municipal auditoriums, and the New York state barge canal.

George A. Stephen, librarian of the Public Library of Norwich, Eng., asks us to state that the price of his book "Three centuries of a city library," reviewed in the LIBRARY JOURNAL for June, is 3/- net, with postage to America 6d. extra.

The New York *Evening Post* issued a Japanese Supplement to its Saturday edition on June 30. From cover to cover including advertising, pictures and text the magazine is

thoroughly Japanese, forming an important addition to oriental information on every live subject of to-day.

The A. L. A. has revised its mailing list of libraries in the United States and Canada, and now has a printed list of some five thousand libraries available for use. The secretary's office will address envelopes for the government or any similar agency desiring to circulate the libraries.

"Books as tools," written by Zora I. Shields, librarian of the Central High School Library of Omaha, for the annual meeting of the N. E. A. Department of Superintendence in Kansas City last spring, has now been printed in pamphlet form thru the courtesy of the president of the Omaha Public Library board.

The Southern Railway system has published an excellent large map showing the location of the cantonments, camps and training stations of the army, navy, and marine corps, and this is supplemented in the same folder by smaller maps showing the general arrangements of the individual camps and their relation to the nearest large city.

Beginning with the new volumes of the *Railway Age Gazette* and the *Railway Review* the library of the Bureau of Railway Economics is sending to such libraries as will make good use of them two copies each of the stenciled cards it uses in cataloging the articles in these two periodicals. This service, of course, is only intended for those libraries to whom railway subjects are prominent.

The series of articles on the special libraries of Boston, written by Ralph H. Power and printed in the *Boston University News* last winter, are to be published in October by Prentice-Hall, Inc., of New York. The number of articles will be brought up to fifty, and the book will contain a complete index and a bibliography of library economy for business librarians.

A "History of Kansas newspapers" (Topeka, 1916. 32 p.) may be found bound in the same volume with the twentieth biennial report of the Kansas State Historical Society for 1915-16. The history contains biographical sketches of a large number of Kansas newspaper men, statistical notes on the counties, cities and towns of the state, detailed information about Kansas magazines and newspapers and lists of the society's files.

An excellent "English-French hand book for the use of United States soldiers" has

been issued by the National Security League, 31 Pine St., New York City, and is to be supplied to men leaving for the front. The compilers have succeeded in eliminating many long and involved rules and in packing the pages with practical phrases and sentences chosen to meet the needs of soldiers. The pamphlet is pocket size and may be obtained in quantity at forty cents per hundred.

A pamphlet entitled "Information concerning the making and distribution of pictures that show the activities of the Army and Navy" is ready for distribution. It is a detailed statement prepared for those who make, publish or distribute photographs, motion pictures, or drawings. Copies may be obtained, free of charge, by sending request to the Division of Pictures, Committee on Public Information, 10 Jackson Place, Washington, D. C.

The April number of the quarterly *Bulletin* of the Maine Library Commission was a "flag number." The United States and Maine state flags were printed in colors on the cover, and besides the usual material it contains special short articles on "Flags and ensigns," "The American flag," "Great seal of the United States," "Etiquette of the stars and stripes," "Maine state flag," "Desecration of flag of United States or this state," "The flag salute used in the schools," "Seal and arms of the state of Maine," and a few poems.

Part I of "A Shakespeare dictionary" covering allusions in "Julius Caesar" has been brought out by Arthur E. Baker, borough librarian of Taunton, England. "As you like it" will follow shortly, and other plays will come later, being issued separately at from one shilling to 1/9 net to subscribers. Each play will contain a synopsis together with the characters, etc., with short descriptive notes, in alphabetical order. The work when finished will make about a thousand pages.

Robert Alexander Peddie, librarian of the St. Bride Typographical Library of London, has recently published "An outline of the history of printing: To which is added the history of printing in colours," a revised and enlarged edition of lectures delivered before the Royal Society of Arts in 1914 (Grafton, 2/6 net). The author covers the history of printing and color printing by individual sections on each century from the fifteenth thru the nineteenth, touching on miscellaneous color processes and photogravure.

The Columbia War Papers are a series of interesting and practical pamphlets on the

problems and duties of American citizens in the present world conflict, published by the Division of Intelligence and Publicity of Columbia University. Thirteen have been issued already, the subjects including Enlistment for the farm, German subjects within our gates, Our headline policy: an appeal to the press, Food preparedness, How to finance the war, A directory of service, City gardens, Bread bullets, and Why we should have universal military service.

The July issue of *Texas Libraries* is devoted entirely to the county free library. The county library law, passed by the last legislature, became effective in June, and this bulletin explains the law thoroly, giving the method of procedure in establishing a county library. The bulletin also gives guides for estimating the amount of money necessary to maintain a county library, the advantages and economy of a county library, data to be used in a county library campaign, questions that will come up in a county library campaign, and opinions of a number of Texas people regarding the benefits of a county library.

The Catalogue of the Petrarch collection bequeathed by Willard Fiske to Cornell University Library in 1905, has been compiled by Mary Fowler, curator of both the Dante and Petrarch collections at the university, and printed by the Oxford University Press in a handsome volume of nearly 550 pages. The catalog follows in general the plan of the Dante catalog prepared by Theodore W. Koch, 1896-1900, tho certain differences of detail exist, as in the fuller citation of titles and the inclusion of publishers' name in Part II, the works on Petrarch, as well as in Part I, the works of Petrarch.

Arthur E. Bostwick has had published a new and revised version of "The American Public Library" (Appleton) in which he has brought the statistical information up to date at the same time incorporating considerable new material in this standard work on the aims and tendencies in American Libraries. In the preface Dr. Bostwick says that the book is intended for the general reader, for librarians and their assistants and for the student in library school or training class "who will find it not an exhaustive treatise on library economy, but rather a birds-eye view of the subject."

Four bibliographies on timely and important subjects have been issued by the Brooklyn Public Library. One on "Book helps for munition workers" covers machine-shop prac-

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tice, metal working, workshop appliances, machine design, ammunition, and explosives. "The ship-builders' library" includes books on naval design and construction, while a larger pamphlet under the heading of "National defense" gives references to books on all branches of warfare from infantry service and airships to international law. The fourth, entitled, "Doing your bit at home," contains lists of books on gardening, canning, household economy and other means of conservation.

The lists on non-teaching vocations for women prepared by the librarian of the Women's Educational and Industrial Union in Boston are now being printed in the *Bulletin* of the League for Business Opportunities for Women. The library will have reprints of the lists. "Dietetics as a vocation for women" was published in the July number; "Department store work" in the August issue; "Architecture, and interior decoration" in the September number. The library has recently prepared lists on "War employment of women," and "Some war emergency courses open to women in Boston and vicinity," and has about forty reading lists on specific occupations available in typewritten form at a nominal charge.

The *Technical Book Review Index* was first published in April and July, 1915, by the Index Office, Inc., Chicago, and consisted of a record of technical book reviews furnished by the Carnegie Library of Pittsburgh. The *Monthly Bulletin* of the Carnegie Library of Pittsburgh for March, April and May of this year included the first three issues of the *Technical Book Review Index*, as issued by the library itself. As the number of books so reviewed is large, and as the value of such an index has been made evident by the demand for the three numbers already published, it has been decided to issue it separately as a quarterly, the other two numbers to be published in October and December. The price of the Index is fifty cents for the year, this to include the three numbers published in the *Bulletin* and the three separate numbers.

#### LIBRARY ECONOMY

##### CHILDREN'S WORK

Riverside Public Library. The child in the library. 10 p. (June, 1917. *Bulletin* 146.)

##### INSTRUCTION

Library instruction and the normal school. (In What normal school libraries can do for the schools. *Wilson Bull.*, June, 1917. p. 227-232.)

Library lessons for children. In Library lessons with children. *Wilson Bull.*, June, 1917. p. 225-227.)

The teacher's use of the library. (In Ida M. Mendenhall's *The school library and the teacher. Wilson Bull.*, June, 1917. p. 219-223.)

#### RECENT BIBLIOGRAPHIES SUBJECT BIBLIOGRAPHIES

##### CHILD STUDY

Gifted child: a bibliography. Eugene: Univ. of Oregon Library. Mar. 1, 1917. 6 mimeographed p.

##### CHILD WELFARE

Gillett, Lucy Holcomb. A survey of evidence regarding food allowances for healthy children. New York: Assn. for Improving the Condition of the Poor. 3 p. bibl.

##### CHURCH ORNAMENTS

Legg, John Wickham. Church ornaments and their civil antecedents. [Putnam.] 5 p. bibl. \$2 n. (Cambridge handbooks of liturgical study.)

##### CITIZENSHIP

Hull, E. M. Recent views on the duties of citizenship: a bibliography submitted for graduation at the New York State library school. June, 1916. 29 typewritten p. \$1.45. (Obtained only thru P. A. I. S.)

Ohr, Elizabeth. Bibliography on training children for citizenship. Univ. of Wisconsin, Library School. June, 1916. 32 typewritten p. \$1.60. (Obtained only thru the P. A. I. S.)

##### CITY MANAGER

James, Herman Gerlach. What is the city manager? (rev.) Austin, Tex.: Univ. of Texas. 5 p. bibl. (Bulletin.)

##### CITY PLANNING

Cincinnati Municipal Reference Bur. City planning: list of references to material in Cincinnati Municipal Reference Bur. ed. rev. Oct., 1916. 12 typewritten p. 60 c. (Obtained only thru P. A. I. S.)

##### CLOTHING INDUSTRY

U. S. Library of Congress. List of references on the clothing industry. Oct. 3, 1916. 13 typewritten p. 65 c. (Obtained only thru P. A. I. S.)

##### COMMERCE

U. S. Library of Congress. List of references on commerce between the United States and China. Dec. 11, 1916. 3 typewritten p. 15 c. (Obtained only thru P. A. I. S.)

U. S. Library of Congress. List of references on the commerce of the United States with the British West Indies. Nov. 18, 1916. 5 typewritten p. 25c. (Obtained only thru P. A. I. S.)

##### COST OF LIVING

100 helps for reducing the high cost of living. Chicago Pub. Lib. 9 typewritten p. 45 c. (Obtained only thru P. A. I. S.)

##### COURTS

Pound, Roscoe. Bibliography of procedural reform, including organization of courts. Northwestern University Press. p. 451-463. (Repr. from *Illinois Law Review*, Feb., 1917.)

##### CREDITS

U. S. Library of Congress. Additional list of references on credits, credit business and collecting of accounts. [Former list compiled in 1908.] Sept. 26, 1916. 2 typewritten p. 10 c. (Obtained only thru P. A. I. S.)

##### CRIME AND CRIMINALS

U. S. Library of Congress. List of references on women criminals. Oct. 28, 1916. 7 mimeographed p. (Obtained only thru P. A. I. S.)

##### DAYLIGHT SAVING

Daylight saving. (In *Carnegie Lib. of Pittsburgh Monthly Bul.* Mar., vol. 22, p. 161-163.)

##### DOCUMENTS, FINNSBURG

Aurner, Nellie Slayton. An analysis of the interpretations of the Finnsburg documents. Iowa City, Iowa: Univ. of Iowa. 5 1/2 p. bibl. pap. 30 c. (Humanistic studies.)

\*Public Affairs Information Service, c/o H. W. Wilson Co.

**EDUCATION**

Bibliography. (In Indiana University Studies, no. 33, Nov. 1916, p. 75-78.)  
Johnson, Franklin W. The professional reading of the high-school principal. (In *School Rev.*, April, 1917. Includes bibli.)

**ENGLISH, TEACHING OF**

Thomas, Charles Swain. The teaching of English in the secondary school. Houghton Mifflin. 9½ p. bibl. \$1.60 n. (Riverside textbooks in education.)

**EUROPEAN WAR**

America & the Great War; a select list of books in the library dealing with the United States of America. (In Norwich [Eng.] P. L., *Reader's Guide*, June, 1917, p. 36-40.)

The European War; some works recently added to the library. (In *Bull. of the N. Y. P. L.*, May, 1917, p. 364-369.)

**FICTION**

Butte (Mont.) Free Public Library. List of western, northern, and frontier stories. 2 ed. rev. 24 p. 5 c. (Bulletin no. 1.)

**FICTION, AMERICAN**

Peckham, Harry Houston, and Sidell, Paul. American fiction, past and present; a guide for students and the general reader. Lafayette, Ind.: Paul Sidell, Purdue Univ. 35 p. 20c.; special price on quantities.

**FICTION, ENGLISH**

Grolier Club, New York. A catalogue of books in first editions selected to illustrate the history of English prose fiction from 1485 to 1870. exhibited by the club. N. P.; the Club. 24 p. bibl. (Members only.)

**FRANCE**

Jerrold, Laurence. France: her people and her spirit. [New and cheaper ed.] Indianapolis: Bobbs-Merrill. [1916.] 7 p. bibl. \$1.50 n. (Problems of the nations.)

**GERMANY—HISTORY**

Ward, Sir Adolphus William. Germany, 1815-1890. Vol. I, 1815-1852. [Putnam], 1916. 27 p. bibl. \$3 n. (Cambridge historical ser.)

**GIRL SCOUTS**

Low, Juliette. How girls can help their country; adapted from Agnes Baden-Powell and Sir Rob. Baden-Powell's handbook. [N. Y.: Girl Scout Nat. Headquarters, 527 Fifth Ave.], 1916. 11 p. bibl. 30c.

**GREEK LANGUAGE**

Modern Greek books published and imported by Atlantis (Incorporated), New York. New York: Atlantis, Inc., Penna. Station box 700. 24 p. (1917 list for public libraries.)

**HARDY, THOMAS**

Webb, A. P., comp. Bibliography of the works of Thomas Hardy, 1865-1915. Cedar Rapids, Ia.: Torch Press, 1916. \$2.50 n.

**HORSES**

Merwin, Henry Childs. The horse; his breeding, care, and treatment in health and disease. Chic.: McClurg. 3½ p. bibl. \$1.50 n.

**JAPANESE**

U. S. Library of Congress. List of references on Japanese in America. Dec. 18, 1916. 16 typewritten p. 20c. (Obtained only thru P. A. I. S.)

**KINDERGARTENS**

United States Bur. of Education. [Statement regarding the kindergarten bulletins and circulars which have been published by the Bur. of Educ. also those in course of preparation.] 1 mimeographed p.

**LABOR**

Seattle Public Library. Labor and related problems. *Lib. Poster*, May 3, 1917. 4 p.

**LIBRARIES**

Some books and articles on American public libraries and their work. (In Arthur E. Bostwick's *The American public library*. Appleton. \$1.75 n. p. 370-376.)

**LIBRARIES, COUNTY**

U. S. Library of Congress. List of references on county libraries. Nov. 11, 1916. 5 typewritten p. 25c. (Obtained only thru P. A. I. S.)

**LIBRARIES, STATE**

U. S. Library of Congress. List of references on state libraries. Oct. 7, 1916. 3 typewritten p. 15c. (Obtained only thru P. A. I. S.)

**LITERATURE, ENGLISH**

Upsham, Alfred Horatio. The typical forms of English literature; an introduction to the historical and critical study of English literature for college classes. N. Y.: Oxford Univ. bibl. \$1.

**MARINE INSURANCE**

Marine insurance. Insurance Society of N. Y. News Letter No. 21. Mar. p. 3-4.

**MICHIGAN**

Fuller, George Newman. Economic and social beginnings of Michigan; a study . . . during the territorial period, 1805-1837. Lansing, Mich.: [State Hist. Commission], 1916. 32 p. bibl. \$1. (Gratis to libraries.)

**MICROSCOPE**

Gage, Simon Henry. The microscope; an introduction to microscopic methods and to histology. 12 ed. rewritten and il. [Ithaca, N. Y.]: Comstock Pub. 8 p. bibl. \$3.

**MIDDLE ENGLISH**

Curry, Walter Clyde. The Middle English ideal of personal beauty; as found in the metrical romances, chronicles, and legends of the XIII, XIV, and XV centuries. Nashville, Tenn.: The author, care Vanderbilt Univ., 1916. 6 p. bibl. pap. \$1.

**MILITARY SCIENCE**

Classified list of works on military and professional subjects recommended to the graduating class, United States military academy, by board of officers convened by memorandum No. 3, 1910, headquarters United States military academy, revised 1916. U. S. Military Academy Press, West Point, 1916. 13 p.

**MILITARY TRAINING**

Burgess, W. R., Cummings, H. B., and Tomlinson, W. P. Military training in the public school; an annotated bibliography. (In *Teachers' College Record*, March, 1917. Vol. 18, p. 141-160.)

Military training in the public schools; a bibliography. (Univ. of Washington Bul. Ext. Ser. No. 20. Sept. 1916. 13 p. 10c.)

U. S. Library of Congress. List of references on a reserve army and on the military training of civilians. Mar. 9, 1915. 4 typewritten p. 20c. (Obtained only thru P. A. I. S.)

U. S. Library of Congress. List of references on military education in schools, colleges and universities; supplementary to the typewritten list Sept. 20, 1915. Nov. 17, 1916. 6 typewritten p. 30c. (Obtained only thru P. A. I. S.)

**MINERALOGY**

Anderson, Charles. New South Wales—Bibliography of Australian mineralogy. Sydney, Australia: 1916. 164 p. (Geological survey. Mineral resources No. 22.)

**MINING**

Butte (Mont.) Free Public Library. List of books on mining, geology, mineralogy, metallurgy, assaying, etc. 33 p. 5c. (Bulletin No. 2.)

**MOUNTAINEERS, SOUTHERN**

The southern mountaineers [with bibliography]. (In Carnegie L. of Pittsburgh, Mo. Bull., June, 1917. p. 494-498.)

**MUSIC**

Binghamton Public Library. Music and musicians. 19 p.

**NAVY**

U. S. Superintendent of Documents. Navy of the United States of America; publications relating to appropriations, marine corps, coast guard, revenue-cutter service, armor-plate manufacture, and battle ships. 16 p. (Price list 63, 2 ed.)

**NEW THOUGHT**

Dresser, Horatio Willis, ed. *The spirit of the New Thought; essays and addresses by representative authors and leaders.* Crowell. 8½ p. bibl. \$1.25 n.

**NURSING**

Annotated list of text and reference books for schools of nursing. California Bd. of Health. 53 p.

**PACIFISM**

Parsons, Mary Prescott, comp. *Selected articles on non-resistance.* H. W. Wilson Co., 1916. 7 p. bibl. Pap. 35c. n. (Abridged debaters' handbook ser.)

**PARKS, NATIONAL**

Mills, Enos Abijah. *Your national parks; a guide to the national parks; with detailed information for tourists* by Lawrence F. Schmeckebeier. Houghton Mifflin. 434 p. bibl. \$2.50 n.

**PATHOLOGY, CLINICAL**

Krehl, Ludolf. *The basis of symptoms, the principles of clinical pathology;* . . . tr. from the 7th German ed. by Arthur Frederic Beifeld; with an introd. by A. W. Hewlett. 4. Am. ed. Phil.: Lippincott. bibl. \$3 n.

**PELLAGRA**

U. S. Hygienic Laboratory. *Studies in pellagra.* 2. Tissue alteration . . . by John Sundwall; 2. Cultivation experiments . . . by Edward Francis; 3. Further attempts to transmit pellagra . . . by Edward Francis. Gov. Prtg. Off. 3 p. bibl. (Bull. No. 106.)

**PENNSYLVANIA**

Pennsylvania Society. *Year book of the society:* 1917; ed. by Barr Ferree. N. Y.: [the society, 249 W. 13th St.] 15 p. bibl. \$2.

**PENNSYLVANIA, GERMANS IN**

Wentz, Abdul Ross. *The beginnings of the German element in York County, Pennsylvania.* Lancaster, Pa.: [New Era Prtg. Co.], 1916. 10 p. bibl. \$1.

**PETRARCH**

Fowler, Mary, comp. *Catalogue of the Petrarch collection bequeathed by Willard Fiske to Cornell University Library.* Oxford Univ. Press, 1916. 547 p. \$7.50.

**PHILANTHROPY, JEWISH**

Gogen, Boris D. *Jewish philanthropy; an exposition of principles and methods of Jewish social service in the United States.* Macmillan. 634 p. bibl. \$2.

**PLANTS, POISONOUS**

Long, Harold C. *Plants poisonous to live stock.* [Putnam.] 8 p. bibl. \$2 n. (Cambridge agricultural monographs.)

**PLAYS, AMATEUR**

Clark, Barrett Harper. *How to produce amateur plays; a practical manual.* Little, Brown. 14½ p. bibl. \$1.50 n.

**POEZ, EDGAR ALLAN**

Poe, Edgar Allan. *The complete poems of Edgar Allan Poe; Collected, ed. and arranged with memoir, textual notes and bibliography by J. H. Whitty. [2, enl. ed.]* Houghton Mifflin. 6½ p. bibl. \$2.25 n.

**POETRY**

Banning, Kendall, comp. *Mon ami Pierrot; songs and fantasies.* Chic.: Brothers of the Book. 8½ p. bibl. \$2 bxd.

**PRICES**

U. S. Library of Congress. *List of references on prices during the period 1800-1850.* Jan. 16, 1917. 4 typewritten p. 2oc. (Obtained only thru P. A. I. S.)

U. S. Library of Congress. *List of references on the quantity theory of prices.* Jan. 10, 1917. 6 typewritten p. 3oc. (Obtained only thru P. A. I. S.)

**PRODUCTION**

U. S. Library of Congress. *List of publications which contain statistics of production of foreign countries.* Jan. 8, 1917. 6 typewritten p. 300. (Obtained only thru P. A. I. S.)

**PSYCHOLOGY**

Pintner, Rudolph, and Paterson, Donald Gilder. *sleeve. A scale of performance tests.* Appleton. bibl. \$2 n.

**PUBLIC HEALTH**

U. S. Library of Congress. *List of references on public hygiene (with special reference to municipalities).* Jan. 17, 1917. 5 typewritten p. 25c. (Obtained only thru P. A. I. S.)

**PUBLIC LANDS**

U. S. Superintendent of Documents. *Public domain: government publications concerning public lands, conservation, railroad land grants, etc.* Mar. 16 p. (Price list 20. 8. ed.)

**RAILROADS**

United Engineering Soc., Library Service Bur. *Bibliography on railway interlocking systems for trunk lines, 1910-16 (in English).* 11 p. \$10.

List of references on valuation of system railways. (Am. Ry. Eng. Assn. Bull. [Same as mimeographed list in the 1916 Annual.] Oct., 1916. Vol. 18. No. 190. 147 p.)

**REAL ESTATE**

Seattle Public Library. *Real estate and fire insurance.* Lib. Poster, May 17, 1917. 3 p.

**RECREATION**

Gates, Herbert Wright. *Recreation and the church.* Chic.: Univ. of Chic. 16 p. bibl. \$1 n. (Principles and methods of religious education.)

**RELIGIOUS EDUCATION**

Book list in religious education. (In *Religious Education*, Feb. Vol. 12. p. 41-49.)

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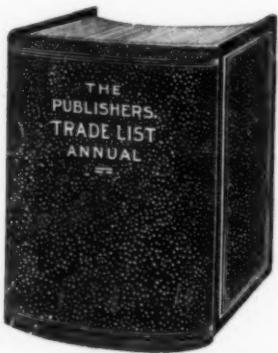
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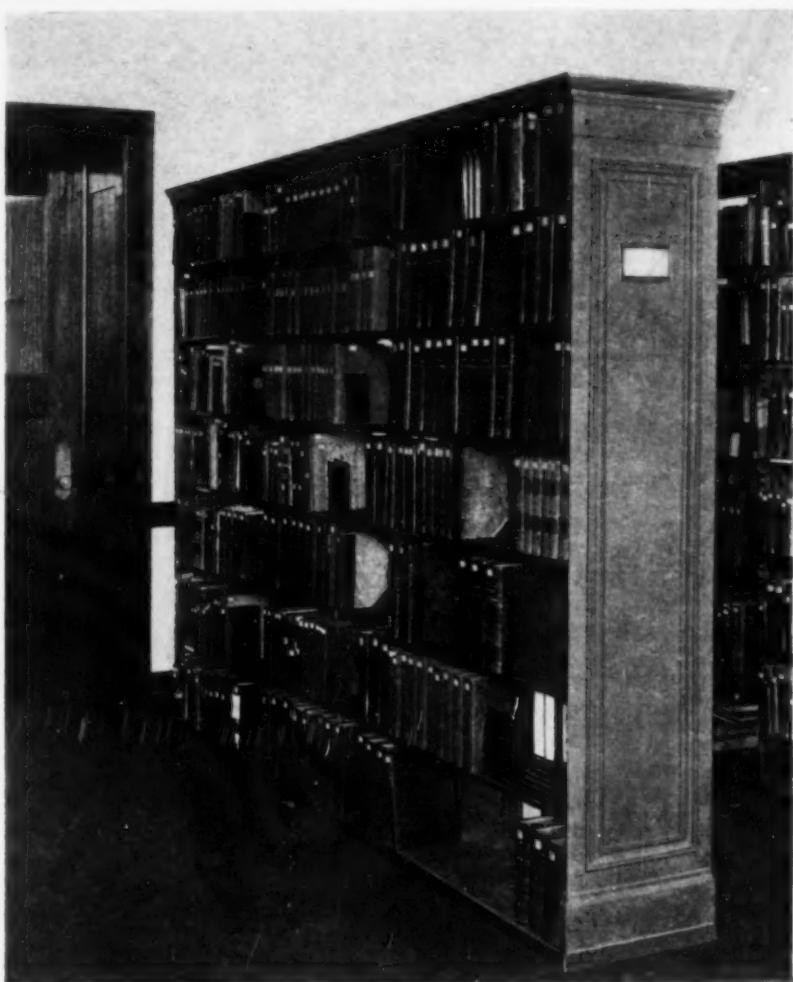
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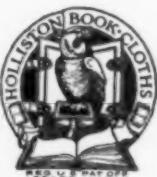
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